

---

# 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: Tuesday, May 29, 2012)**

**Entity:** First Phila CS For Literacy  
**Address:** 4300 Tacony St  
Philadelphia, PA 19124  
**Phone:** (215) 743-3100  
**Contact Name:** Alfred Koniecki

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** First Phila CS For Literacy

**Date of Local Chartering School Board/PDE Approval:** August 9, 2002

**Length of Charter:** 5 years    **Opening Date:** September 8, 2002

**Grade Level:** Kindergarten- 8th    **Hours of Operation:** 8:30-3:30

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 51

**Student/Teacher Ratio:** 24:1    **Student Waiting List:** 467

**Attendance Rate/Percentage:** 94%

## Summary Data Part II

**Enrollment:** 730 children **Per Pupil Subsidy:** regular- 8,608.00 special ed- 18,512.00

### Student Profile

<b>American Indian/Alaskan Native:</b>	0%
<b>Asian/Pacific Islander:</b>	5%
<b>Black (Non-Hispanic):</b>	33%
<b>Hispanic:</b>	23%
<b>White (Non-Hispanic):</b>	29%
<b>Multicultural:</b>	10%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
85%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 170

## 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	182	182	0	0	364
Instructional Hours	0	0	1,171	1,171	0	0	2342

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

**First Philadelphia Charter School for Literacy** (First Philadelphia) was granted a five year charter by the School District of Philadelphia on August 9, 2002. Ten years have passed since the staff and faculty initially welcomed the children and families of the city of Philadelphia to the school. We have just completed our ninth year in our new state-of —the —art facility. What was once a vandalized property at Tacony and Church Streets is now a magnificent school building and a community center. By extending the school's hours our students are able to become members of the on site extended school day program and participate in many extra-curricular activities. .

### Our Students and Our School Program:

First Philadelphia educated over seven hundred students in Kindergarten through eighth grade children during our tenth year. We are a charter school in an urban community. We are based in the lower Northeast of Philadelphia but service students from all over Philadelphia. Bused to school from numerous city neighborhoods, our students make First Philadelphia a vibrant, culturally and economically diverse caring school community. We are a Title 1 school with approximately 80% of our students living in poverty. We have worked hard to bring many community resources into the school and enjoy partnerships with Temple University, Neuman University, Holy Family, Drexel University, St. Joseph's University and the University of Pennsylvania. We also partner with the Pennsylvania Ballet, Philadelphia Art Museum, and the Philadelphia Opera Company, to name a few. We also work with many behavioral health centers

in the area in order to provide outreach services for students and families who need help. We offer before and after care services to our students. Parents can drop their children off as early as 7:00 am and pick them up at 6:00 pm, if necessary. We offer many tutoring opportunities for students in grades Kindergarten through 8th, before and after school. We also have extra curriculum clubs and sports for students in every grade from T-Ball and gymnastics for the youngest students to Soccer, Flag Football, Art Club and Latin Club, to name a few, for the older students.

The staff at First Philadelphia is dedicated to the mission and goals of the school. Each member of the staff, administration, Board of Trustees and families of the students work together to ensure that we provide the best education and resources available. We have a very small rate of teacher turnover because teachers tend to feel supported and empowered to do what they believe is best for the students sitting in front of them each year. Small class sizes, an instructional assistant assigned to every primary teacher and Special Education support in and out of the classroom allows for careful monitoring of student achievement. Art, Music, Physical Education, World Language instruction are expressive arts opportunities for every student in Kindergarten through the eighth grade. Our standards driven literacy-based — curriculum and our safe school environment, ensure every child the chance to successfully participate in a rich school experience. To support First Philadelphia's contention, that learning never stops, the school day and the school year are longer. In addition, inter-sessions (no cost, week(s) long enhanced learning experiences, conducted by teachers and community members while the school is closed for regular instruction) are held throughout the school year. These thematic driven learning opportunities offer students additional time for academic enrichment or remediation and exposure to numerous culture events and various nontraditional recreational experiences.

### **Aspects that make First Philadelphia Charter Unique and Innovative**

First Philadelphia has also instituted the Developmental Studies Center's (DSC) Caring School Community model. This well-researched program is designed to promote fairness, personal responsibility, kindness, and helpfulness throughout the school community. Teachers use several means to deepen students' thinking and build community. Mandatory class meetings are held in all grades. Teachers use this time to team-build, collectively make decisions, and check in with students about how they are feeling and how their class is doing in creating a caring community. These meetings are an excellent way to involve students in the thought process of how they wish to be treated and how they want to treat others. Some activities are also designed to let students get to know each other better, thereby teaching an appreciation for differences and an awareness of the ways in which they are similar. Teachers use cooperative structures to encourage partner and group work and discussion amongst students. At First Philadelphia, we value the knowledge and experience that students bring with them to school. Therefore, we provide opportunities for students to learn from each other in the classroom. We further strive to create a caring environment through relationship building activities such as cross-grade buddies. According to DSC's research, the program has several benefits:

- “ In a caring and safe environment:
  - Students are more likely to enjoy school and learning activities,
- “ Students have trusting relationships with teachers, and
  - As middle schoolers these students make better decision about drug and alcohol use.

“ These benefits show why we have chosen to implement the Caring School Community model at our school after eight years of implementation teachers can testify to significant results. The students have improved their abilities to listen to each other, agree or disagree respectfully, and discuss issues and feelings. Our students are taking ownership for the type of atmosphere that is created in our school. A teacher coordinator on staff works to continuously develop our caring learning community.

First Philadelphia has had ten successful school years. This success is a direct result of many programmatic factors which are our strengths. Some of these factors include:

Teachers with dual credentials in regular and special education:

Teachers with credentials as both a regular education teacher and as a reading specialists;

Targeted professional development seminars;

Small group instruction in reading and in math for all grades;

Staff development for classroom assistants;

An instructional coach/consultant for primary teachers;

The use of the Caring School Community Program;

Lap tops for each seventh and eighth grade students;

Math and reading support for students not qualified for special education;

A strict code for student conduct;

Full time school nurse, guidance counselor and Social Worker;

An involved Founder and Board of Trustees;

A full menu of student support services and

Extended school day opportunities as well as after school tutoring programs

### **Conclusion~**

First Philadelphia has had another successful school year. Every member of our school community can be credited for delivering a nontraditional yet fundamentally sound learning experience for our students and their families. With the continued dedication of our faculty, staff, families, and the surrounding community coupled with the hard work of our learners we are successfully building the academic skills so important for “achieving literacy...one book at a time.”

### **Mission**

***First Philadelphia Charter will provide a well balanced literacy based education contributing to the formation of life long learners and leaders of the global community.***

## **Vision**

At First Philadelphia, the Board of Trustees, the staff, and the faculty work to support a school culture where **every** child achieves once given the right tools, environment, support and motivation. The core of the school's mission is the belief that the *key to learning is literacy*. As a result, the expectation is that after two years of instruction and regular attendance every child will have the complementary literacy skills of writing, listening and speaking that are on or above his or her grade level. Therefore, First Philadelphia is committed to providing learning experiences that construct the foundation and framework that support the development of confident and literate young learners.

## **Shared Values**

The First Philadelphia family believes that all students can learn. We believe that given the opportunity, support and encouragement to reach their highest potential that all students are capable of achieving. To the end we provide an educational program that aims to meet the needs of all our students. Programs are implemented throughout the year when we believe, based on data, that our students are in need of more intervention or a different approach to content. For example, due to the number of students with IEP's we have implemented a co-teaching model of instruction. Special Education teachers co-teach in classrooms with high numbers of students with IEP's. We have included targeted professional development in the area of Autism Spectrum Disorder in order to prepare our teachers for the growing number of students who are either on or believed to be on the spectrum. We also changed our math curriculum this year based on our data that students are having difficulty with basic operations. We have instituted the Readers' Workshop style of instruction to meet the needs of students who are not able to spend enough time at home reading independently. We use a shared decision making model between administration and teachers. There are many committees including a Literacy Leadership Committee, Discipline Committee and Student Activity Committee that work together to plan programs for the students.

It is the goal of the school community that students who leave our school in 8th grade will be able to interact and move into any educational setting with students from all walks of life and be as knowledgeable, experienced, traveled, cultured and prepared for the challenges of high school and college as anyone else.

## **Academic Standards**

**Section II.**

The curriculum design for the school is always evolving. We use a Balanced Literacy approach to reading/language arts which includes an independent reading component for which we employ the Readers' Workshop style; Making Meaning which incorporates the shared reading and read aloud component with an emphasis on comprehension, Fountas and Pinnell intervention programs for Kindergarten and 2nd grade and a word study (Making Words) program that helps with sight words and phonemic awareness. The middle school students use a more comprehensive Readers Workshop approach as students move away from needing phonics based support. For Math, we are using the Saxon Math program which is a spiral curriculum with emphasis on basic operations and number sense as well as Algebra 1 in the 8th grade. To meet the needs of our Special Education population we use a co-teaching model wherein the special education teachers co-teach and plan with the regular education teachers in order to meet the needs of the students with special needs in the regular ed classroom. For students needing more intensive support we do have pullout resource rooms for reading and math. We are using the FOSS Science program for a hands-on approach to a well balanced science program. We have Literacy Interns who work as classroom assistants and are able to provide not only support to the teacher but small group and/or one on one support to our students when needed. We have partnered with Experience Corps and have 7 retired individuals who work three days a week in our Kindergarten through 3rd grade classrooms giving one on one support and intervention to the neediest students.

Annual Measurable Goal	Strategies /Interventions	Performance Indicators	Results/Progress
<p>After four years of instruction 70% of the third graders, who started attending First Philadelphia in kindergarten will read at or above grade level as measured by the State tests.</p>	<p>In house testing to determine reading levels using Qualitative Reading Inventory, DRA and Fountas and Pinnell Running Records.</p> <p>Analyze test data and keep data binders</p> <p>Design daily instruction for remediation and enrichment</p> <p>Establish tutoring and Intercession classes for support</p> <p>Determine timeline for post-testing</p> <p>Organize Parent Information Night</p> <p>Second grade reading</p>	<p>These readers will improve to at least one grade level at the end of each year of attendance</p>	<p>In house testing showed that the average below level reader improved by one grade level</p> <p>approximately 65% of students scored proficient or advanced on the PSSA assessment</p>

	<p>intervention program after school</p> <p>Daily Kindergarten and 2nd grade Intervention program</p> <p>Co-teaching model</p>		
<p>After six years of instruction 60% of our fifth graders will perform at or above grade level as measured by the PSSA</p>	<p>Long term planning for achievement</p> <p>Development of best practices for teacher and student PSSA prep for reading</p> <p>guided reading, literature circles, and balanced literacy curriculum</p> <p>Co-teaching model</p>	<p>75% of fifth grade students who have attended First Philadelphia since kindergarten will be successful in all subject areas in middle school</p>	<p>-Fifth grade made a gain of over 10 percentage points in reading on the PSSA.</p> <p>-The majority of students did increase their reading level by at least one grade level according to the Qualitative Reading Inventory</p>
<p>After eight years of instruction 70% of our seventh graders will show improved literacy skills and no decreases from their beginning baseline data in other academic areas</p>	<p>Determining criteria for cross curricula portfolios</p> <p>Implementation of standards driven instruction and assessment</p> <p>In house testing</p> <p>Implementation of Reader's Workshop to strengthen independent reading at school and at home</p> <p>Co-teaching model</p>	<p>Students attending First Philadelphia since second grade or earlier will demonstrate improved academic skills as reported by a variety of traditional and alternative assessments</p>	<p>-Seventh grade showed great gains in Reading and Math on the PSSA scoring well above the goal of 67%.</p>
<p>After nine years of instruction 70 %our eighth grade students will out perform their peers on the PSSA</p>	<p>Implementation of a guided reading program</p> <p>Implementation of the Writer's Workshop program</p> <p>Rubrics for student, teacher and family</p>	<p>Students will be able to assess their own writing and the writing of others using rubrics based on writing standards across content areas.</p>	<p>Approximately 92% of students scored proficient or advanced on the PSSA reading assessment.</p>

	use  Laptops for every student  Students will read and dissect diverse primary resource texts in the Social Studies class and create thesis statements with evidence from the texts for their essays throughout the year  Co-teaching model	Students will be able to dissect narrative and non-narrative texts with a variety of strategies and critical thinking skills	

## Strengths and Challenges

### Strengths and Challenges

First Philadelphia Preparatory Charter School has made AYP for the last 5 years in a row. We believe that we are able to successfully provide our students with the skills and strategies necessary to do well on these tests because of the comprehensive program that we provide. The program's success is due to a strong academic focus as well as extra curricular opportunities for our students that allow them to explore their talents and feel successful in other areas as well.

Teachers are willing to provide tutoring to the students before and after school every day of the week. We have tutoring options available for every grade, Kindergarten through 8th in reading and math. We also provide a Homework Club for students who do not have the chance to complete their homework at home. In addition to that the school provides outlets in music, art, sports and fitness for all grade levels. We take pride in the many cultural experiences that we are able to provide to our students including partnerships with the Pennsylvania Ballet, the Art Museum and other museums in our area, the Opera Company of Philadelphia and many other institutions in Philadelphia who work with our students. We are able to reduce class size through the partnerships that we have cultivated with Temple University, Holy Family University, Neuman University, St. Joseph's University and University of Pennsylvania. Their student teachers and interns work with our teachers and students to help us provide small group and one on one situations for our neediest students.

Our students also travel within and outside of the United States each year. The 8th grade travels internationally each year. Last year they visited England and Paris. This year they are traveling to Costa Rica. Our 6th grade visits Montreal each year. We provide the students the chance to see things outside of their everyday life and experience cultures other than their own which builds their background immensely.

Our teachers are committed to providing the most up to date instruction possible. They are involved in professional Book Clubs within the school, attend workshops outside of school and the administration is always looking to provide them with whatever professional development they feel that they need.

The challenges that we face are with the number of students that we get who require specially designed instruction due to a lack of preschool experience or educational experiences prior to attending in Kindergarten. Many of our kindergarten students come to us with little background knowledge, knowledge of concepts of print, and lack of socialization skills. It is challenging to provide them with everything that need and have them ready for first grade. We have 25% of our population with IEP's. Due to budget cuts we had to reduce our special education team while the special education numbers continue to rise. Those teachers are working diligently to program for all of those students.

It continues to be our goal that every student will be reading on grade level by the end of 3rd grade and we believe that it can be done.

First Philadelphia has had nine successful school years. This success is a direct result of many programmatic factors which are our strengths. Some of these factors include:

- Teachers with dual credentials in regular and special education:
- Teachers with credentials as both a regular education teacher and as a reading specialists;
- Professional Development Seminars
- An instructional support coach for teachers;
- Staff development for classroom assistants;
- The use of the Caring School Community model;
- Full time school nurse and guidance counselor;
- A fulltime social worker;
- An involved Founder and Board of Trustees and
- Extended school day opportunities.

Our greatest challenge is servicing the 170 students with IEP's. Due to budget cuts we have lost one of our special education teachers while the number of students with special needs continues to grow. We have also increased our number of student with Autism Spectrum Disorder. That has necessitated professional development for our staff in order to understand how to program for those students. While we believe that we are providing the best education

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

### **Strategic Planning Process**

The CEO selected members for the various sub-committees of the Strategic Plan for Progress project. Each member has a specific skill, experiences or insight that will enhance the

committee they were selected to serve. Since having ample time for each committee to meet in order for meaningful and productive meetings can occur the following schedule was developed.

- One staff development meeting per month is dedicated to committee work.
- Release time is given to committee members once a month
- Two all day Saturday committee meetings are held twice a year.
- Meeting notes are shared via email with committee members.
- Committee summary reports are shared with the stakeholders annually.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bernadette McLaughlin	First Philadelphia Charter	Special Education Representative	Head of School
Josephine Arcaro	First Philadelphia Charter	Administrator	Head of School
Koniecki, Alfred	Dean of Students	Administrator	Josephine Arcaro/CEO/Principal
Levin, Alan	Community Business Partner	Community Representative	CEO/Principal
Magargee, Kristine	First Philadelphia Charter School	Administrator	Head of School
Rachel Smith	First Philadelphia Charter	Business Representative	Head of School
Stacey Cruise Clarke	First Philadelphia Charter	Administrator	Self
Taubenberger, Al	President of the Greater Northeast Philadelphia Chamber of Commerce	Community Representative	CEO/Principal

## Goals, Strategies and Activities

### **Goal: EFFICIENCY OF OPERATION THROUGH SOFTWARE**

**Description:** Provide student records software to improve efficiency of operations

### **Strategy: Instructional Applications**

**Description:** PROVIDE STAFF AND STUDENTS WITH APPROPRIATE INSTRUCTIONAL APPLICATIONS

## **Activity: ACADEMIC ENGAGEMENT**

**Description:** The core of our school's mission is the belief that the key to learning is literacy: our expectation is that every child will not only read well, but will have the complementary skills of writing, listening and speaking at-or-above his/her grade level as defined by both federal guidelines and the statutes of the No Child Left Behind Act. Because they possess strong literacy skills — and because they have a love, respect and appreciation for reading - our children are stronger in math, science, languages, social studies and the arts. This is due largely to a daily use of technology which

- Encourages a pacing and monitoring structure for our lower-achieving students
- Affects a deeper synthesis and engagement in the learning process for our more advanced pupils
- Serves to raise the level of instruction and learning for our on-level learners

Empowered by technology, First Philadelphia is committed to providing academic experiences which support the continuous development of our pupils.

During the 07-08, 08-09, 09-10, 10-11 and 11-12 school years, First Philadelphia successfully met the criteria for school performance as defined by the guidelines of the No Child Left Behind Act.

Students are academically engaged from 8:30 am until 3:15 pm daily. There are opportunities for students to participate in tutoring and enrichment activities from 7:30 am until 5:00 daily, as well. There are 183 school days dedicated to this activity with an additional 3 weeks of ESY for students with IEPs.

The goal of our academic program is for students to read on grade level at the end of third grade. Pennsylvania state standards are followed for all subject areas. Reader's Workshop and Balanced Literacy have been implemented to ensure that all students are being instructed at their instructional level and have the opportunity to progress. Students are given 30-45 minutes in school daily for independent reading and are required to read for that amount of time at home each night. This is all designed to create a love of reading and students who are able to choose books on their level and read for pleasure as well as information. Students are academically engaged in all aspects of the school day from morning tutoring sessions to after school tutoring sessions. All tutoring is an extension of what was taught during the school day. Bloom's Taxonomy is the basis for our grading system as well as daily conferencing with teachers, running records, QRI testing, Key Math testing, teacher made tests, AIMS web assessment at the beginning and end of the school year, PSSA data, and observation.

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

Josephine Arcaro	Start: 8/1/2009 Finish: Ongoing	\$23,562.00
------------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

### **Date      Comment**

7/27/2011	First Philadelphia continues to set high expectations for all students and work towards our goal of all students reading on grade level. We have implemented many new practices including Reading Workshop, and professional development for teachers, in order to increase our students' reading stamina and reading engagement.
-----------	---

## **Goal: IMPROVED COMMUNICATIONS**

**Description:** School leaders will strive to improve our communications system to encourage more frequent contacts between staff and parents or families.

**Strategy: Parent Communication**

**Description:** For the 2011-2012 school year, folders go home every Wednesday with students in grades K through 8. Any notices, newsletters, permission slips, or communication from the school goes home on the same day. In this way, parents know to expect the information, go through the folders, and return them to school on Thursday morning. We believe that it has improved our level of communication.

A monthly newsletter now goes home on the first day of the new month. The newsletter alerts parents to upcoming events, trips, fundraiser, emergency information and due dates.

**Activity: Autistic Spectrum Disorder**

**Description:** The 2011-2012 school year has brought a marked increase in the number of students that we are servicing who has been identified as having ASD or whom we will be showing characteristics of it. We have contracted the services of Cathy Grayson, an autistic spectrum disorder expert, to work with our staff, students and families to provide insight and strategies to help us deal with this disorder. There were 10 sessions throughout the 2011-2012 school year with an average of 4 hours per session.

Cathy Grayson was able to teach our teachers how to understand and communicate with students on the spectrum as well as their families. Professional development included strategies for teaching students with Asberger's or Autism, behavior management skills and strategies and communication skills. It was designed to ease the fears of teachers who now have several students in their classrooms that have been determined to be on the spectrum or who or thought to be. It is designed to ensure that we are meeting the needs of all of our students and their families. Follow-up activities include extending the professional development to the first grade this year as those kindergarten students are all moving on and the demands of a first grade classroom will be very different than what they experienced in Kindergarten. The yearly IEP meetings and evaluations serve as the evaluation to determine whether or not we are meeting the needs of these students.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Bernadette McLaughlin	Start: 9/26/2011 Finish: 3/8/2012	\$12,000.00

**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>
5.00	10	7

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
First Philadelphia Preparatory Charter School	• School Entity	Approved

---

**Knowledge and Skills**

Teachers, Counselors, Administration, students and their families are all learning to work with students who have been diagnosed with Autism or Asperger's syndrome. We are learning the best way to deliver instruction, and engage with students who have difficulty with social cues, language or controlling their behavior.

**Research and Best Practices**

Content is based on Cathy Grayson's extensive work with students in her private practice who are on the spectrum as well as her own research and best practices.

**Designed to Accomplish**

---

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

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

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

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

---

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

---

<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>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Health, Safety and Physical Education</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</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>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</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> <li>• Review of participant lesson plans</li> </ul>

**Status:** Not Started — Overdue

## **Goal: INSTRUCTIONAL APPLICATIONS**

**Description:** Provide staff and students with appropriate instructional applications and maintain a cadre of teaching staff skilled in using technology within the curriculum.

### **Strategy: Co-teaching Model**

**Description:** Special education teachers and reading specialists will continue to work in all classrooms to provide resources and services to students with IEP's and/or students in need of intervention. IEP goals will be able to be met and students will make progress in the least restrictive environment. Classroom teachers will work with the special education teachers and

reading specialists and learn to implement strategies and best practices that will support the entire classroom.

### **Activity: Aims Web**

**Description:** Students in grades K-6 take on online reading assessment using Aims Web three times a year. Once in August to determine an appropriate starting point for guided reading instruction, again in February and again at the end of the year to determine growth. Special Education teachers will use this resource in order to do progress monitoring for their students. Each teacher is responsible for assessing the students in their classroom. Teachers take 2 days during each cycle to complete the assessment. The test determines a lexile score for students and a fluency rate. Based on the results of the testing we can gauge growth from semester to semester, and then again over the course of the year. Teachers will use the results to guide instruction in their classroom, determine reading groups based on reading levels and monitor fluency. Those results will give teachers the information that they need to program for individual students, purchase guided reading books, and add to their classroom library. This test is administered in August/September, in February, then again in May/June. There are approximately 10 hours per session dedicated to each classroom for each of the three sessions. AIMS web is a research based assessment system used to give a baseline lexile score and fluency rate and then to determine growth twice during the year. The results are used during the school year to guide instruction and to plan intervention for students. It is designed to give teachers an idea of which students need intervention in reading and to determine the effectiveness of the program they are implementing in their classrooms. Follow up activities include small group instruction geared to increase fluency for students for whom it is affecting comprehension and to group students for guided reading. The evaluation of our own programs is determined based on growth on the test throughout the year.

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

Josephine Arcaro	Start: 8/10/2011 Finish: Ongoing	\$10,000.00
------------------	-------------------------------------	-------------

**Status:** Not Started — Overdue

### **Strategy: Infrastructure**

**Description:** PROVIDE AN ADEQUATE INFRASTRUCTURE AND SUFFICIENT EQUIPMENT TO SUPPORT STUDENT ACHIEVEMENT IN ALL AREAS

### **Activity: ACADEMIC ENGAGEMENT**

**Description:** The core of our school's mission is the belief that the key to learning is literacy: our expectation is that every child will not only read well, but will have the complementary skills of writing, listening and speaking at-or-above his/her grade level as defined by both federal guidelines and the statutes of the No Child Left Behind Act. Because they possess strong literacy skills — and because they have a love, respect and appreciation for reading - our children are stronger in math, science, languages, social studies and the arts. This is due largely to a daily use of technology which

- Encourages a pacing and monitoring structure for our lower-achieving students

- Affects a deeper synthesis and engagement in the learning process for our more advanced pupils
- Serves to raise the level of instruction and learning for our on-level learners

Empowered by technology, First Philadelphia is committed to providing academic experiences which support the continuous development of our pupils.

During the 07-08, 08-09, 09-10, 10-11 and 11-12 school years, First Philadelphia successfully met the criteria for school performance as defined by the guidelines of the No Child Left Behind Act.

Students are academically engaged from 8:30 am until 3:15 pm daily. There are opportunities for students to participate in tutoring and enrichment activities from 7:30 am until 5:00 daily, as well. There are 183 school days dedicated to this activity with an additional 3 weeks of ESY for students with IEPs.

The goal of our academic program is for students to read on grade level at the end of third grade. Pennsylvania state standards are followed for all subject areas. Reader's Workshop and Balanced Literacy have been implemented to ensure that all students are being instructed at their instructional level and have the opportunity to progress. Students are given 30-45 minutes in school daily for independent reading and are required to read for that amount of time at home each night. This is all designed to create a love of reading and students who are able to choose books on their level and read for pleasure as well as information. Students are academically engaged in all aspects of the school day from morning tutoring sessions to after school tutoring sessions. All tutoring is an extension of what was taught during the school day. Bloom's Taxonomy is the basis for our grading system as well as daily conferencing with teachers, running records, QRI testing, Key Math testing, teacher made tests, AIMS web assessment at the beginning and end of the school year, PSSA data, and observation.

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

Josephine Arcaro	Start: 8/1/2009 Finish: Ongoing	\$23,562.00
------------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
-------------	----------------

7/27/2011	First Philadelphia continues to set high expectations for all students and work towards our goal of all students reading on grade level. We have implemented many new practices including Reading Workshop, and professional development for teachers, in order to increase our students' reading stamina and reading engagement.
-----------	---

#### **Activity: Small group**

**Description:** All classroom teachers will conduct small group instruction based on ability grouping. In addition, students in grades K-2 will receive pull out intervention services by the Kindergarten Intervention Teacher and Reading Specialist using the Fountas and Pinnell Intervention Program.

Sessions are 20-45 minutes daily depending on the grade level and there are 183 sessions per year.

Small group activities are designed to meet the needs of students who have similar strengths and weaknesses as determined by classroom assessments and observation.

Small group activities include one on one or small group conferencing in reading, guided reading groups, mini-lessons geared to students with strategy to skill needs in reading and math.

Research supports the implementation of small group instruction following a whole group

classroom lesson. That method is in place daily. Anecdotal notes are the evaluation method for this activity. The groups are fluid and students move in and out depending on the skill or need. The K-2 Reading Intervention program uses its own evaluation program that is embedded in the program. Fountas and Pinnell uses a running record to determine movement and progress. Students are instructed daily in small groups and move through the program until they are on grade level.

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

Josephine Arcaro	Start: 8/22/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: MATHEMATICS**

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

### **Strategy: Co-teaching Model**

**Description:** Special education teachers and reading specialists will continue to work in all classrooms to provide resources and services to students with IEP's and/or students in need of intervention. IEP goals will be able to be met and students will make progress in the least restrictive environment. Classroom teachers will work with the special education teachers and reading specialists and learn to implement strategies and best practices that will support the entire classroom.

### **Activity: Autistic Spectrum Disorder**

**Description:** The 2011-2012 school year has brought a marked increase in the number of students that we are servicing who has been identified as having ASD or whom we will be showing characteristics of it. We have contracted the services of Cathy Grayson, an autistic spectrum disorder expert, to work with our staff, students and families to provide insight and strategies to help us deal with this disorder. There were 10 sessions throughout the 2011-2012 school year with an average of 4 hours per session.

Cathy Grayson was able to teach our teachers how to understand and communicate with students on the spectrum as well as their families. Professional development included strategies for teaching students with Asperger's or Autism, behavior management skills and strategies and communication skills. It was designed to ease the fears of teachers who now have several students in their classrooms that have been determined to be on the spectrum or who or thought to be. It is designed to ensure that we are meeting the needs of all of our students and their families. Follow-up activities include extending the professional development to the first grade this year as those kindergarten students are all moving on and the demands of a first grade classroom will be very different than what they experienced in Kindergarten. The yearly IEP meetings and evaluations serve as the evaluation to determine whether or not we are meeting the needs of these students.

Person Responsible	Timeline for Implementation	Resources
Bernadette McLaughlin	Start: 9/26/2011 Finish: 3/8/2012	\$12,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	10	7

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

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

Teachers, Counselors, Administration, students and their families are all learning to work with students who have been diagnosed with Autism or Asperger's syndrome. We are learning the best way to deliver instruction, and engage with students who have difficulty with social cues, language or controlling their behavior.	Content is based on Cathy Grayson's extensive work with students in her private practice who are on the spectrum as well as her own research and best practices.	<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> <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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to

each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

<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>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Health, Safety and Physical Education</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> </ul>

**Follow-up Activities**

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

**Evaluation Methods**

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

**Status:** Not Started — Overdue

**Strategy:** Small group Instruction

**Description:**

**Activity: ACADEMIC ENGAGEMENT**

**Description:** The core of our school's mission is the belief that the key to learning is literacy: our expectation is that every child will not only read well, but will have the complementary skills of writing, listening and speaking at-or-above his/her grade level as defined by both federal guidelines and the statutes of the No Child Left Behind Act. Because they possess strong literacy skills — and because they have a love, respect and appreciation for reading - our children are stronger in math, science, languages, social studies and the arts. This is due largely to a daily use of technology which

- Encourages a pacing and monitoring structure for our lower-achieving students
- Affects a deeper synthesis and engagement in the learning process for our more advanced pupils
- Serves to raise the level of instruction and learning for our on-level learners

Empowered by technology, First Philadelphia is committed to providing academic experiences which support the continuous development of our pupils.

During the 07-08, 08-09, 09-10, 10-11 and 11-12 school years, First Philadelphia successfully met the criteria for school performance as defined by the guidelines of the No Child Left Behind Act.

Students are academically engaged from 8:30 am until 3:15 pm daily. There are opportunities for students to participate in tutoring and enrichment activities from 7:30 am until 5:00 daily, as well. There are 183 school days dedicated to this activity with an additional 3 weeks of ESY for students with IEPs.

The goal of our academic program is for students to read on grade level at the end of third grade. Pennsylvania state standards are followed for all subject areas. Reader's Workshop and Balanced Literacy have been implemented to ensure that all students are being instructed at their instructional level and have the opportunity to progress. Students are given 30-45 minutes in school daily for independent reading and are required to read for that amount of time at home each night. This is all designed to create a love of reading and students who are able to choose books on their level and read for pleasure as well as information. Students are academically engaged in all aspects of the school day from morning tutoring sessions to after school tutoring sessions. All tutoring is an extension of what was taught during the school day. Bloom's Taxonomy is the basis for our grading system as well as daily conferencing with teachers, running records, QRI testing, Key Math testing, teacher made tests, AIMS web assessment at the beginning and end of the school year, PSSA data, and observation.

**Person Responsible Timeline for Implementation Resources**

Josephine Arcaro	Start: 8/1/2009 Finish: Ongoing	\$23,562.00
------------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

**Date Comment**

7/27/2011 First Philadelphia continues to set high expectations for all students and work towards our goal of all students reading on grade level. We have implemented many new practices including Reading Workshop, and professional development for teachers, in order to increase our students' reading stamina and reading engagement.

### **Activity: Small group**

**Description:** All classroom teachers will conduct small group instruction based on ability grouping. In addition, students in grades K-2 will receive pull out intervention services by the Kindergarten Intervention Teacher and Reading Specialist using the Fountas and Pinnell Intervention Program.

Sessions are 20-45 minutes daily depending on the grade level and there are 183 sessions per year.

Small group activities are designed to meet the needs of students who have similar strengths and weaknesses as determined by classroom assessments and observation.

Small group activities include one on one or small group conferencing in reading, guided reading groups, mini-lessons geared to students with strategy to skill needs in reading and math.

Research supports the implementation of small group instruction following a whole group classroom lesson. That method is in place daily. Anecdotal notes are the evaluation method for this activity. The groups are fluid and students move in and out depending on the skill or need.

The K-2 Reading Intervention program uses its own evaluation program that is embedded in the program. Fountas and Pinnell uses a running record to determine movement and progress.

Students are instructed daily in small groups and move through the program until they are on grade level.

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

Josephine Arcaro	Start: 8/22/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Students will continue to score at or above the performance goal in math..**

**Description:** The overall score for math in 2010 was 79%; well above the required 67%.

### **Activity: ACADEMIC ENGAGEMENT**

**Description:** The core of our school's mission is the belief that the key to learning is literacy: our expectation is that every child will not only read well, but will have the complementary skills of writing, listening and speaking at-or-above his/her grade level as defined by both federal guidelines and the statutes of the No Child Left Behind Act. Because they possess strong literacy skills — and because they have a love, respect and appreciation for reading - our children are stronger in math, science, languages, social studies and the arts. This is due largely to a daily use of technology which

- Encourages a pacing and monitoring structure for our lower-achieving students
- Affects a deeper synthesis and engagement in the learning process for our more advanced pupils
- Serves to raise the level of instruction and learning for our on-level learners

Empowered by technology, First Philadelphia is committed to providing academic experiences which support the continuous development of our pupils.

During the 07-08, 08-09, 09-10, 10-11 and 11-12 school years, First Philadelphia successfully met the criteria for school performance as defined by the guidelines of the No Child Left Behind Act.

Students are academically engaged from 8:30 am until 3:15 pm daily. There are opportunities for students to participate in tutoring and enrichment activities from 7:30 am until 5:00 daily, as well. There are 183 school days dedicated to this activity with an additional 3 weeks of ESY for students with IEPs.

The goal of our academic program is for students to read on grade level at the end of third grade. Pennsylvania state standards are followed for all subject areas. Reader's Workshop and Balanced Literacy have been implemented to ensure that all students are being instructed at their instructional level and have the opportunity to progress. Students are given 30-45 minutes in school daily for independent reading and are required to read for that amount of time at home each night. This is all designed to create a love of reading and students who are able to choose books on their level and read for pleasure as well as information. Students are academically engaged in all aspects of the school day from morning tutoring sessions to after school tutoring sessions. All tutoring is an extension of what was taught during the school day. Bloom's Taxonomy is the basis for our grading system as well as daily conferencing with teachers, running records, QRI testing, Key Math testing, teacher made tests, AIMS web assessment at the beginning and end of the school year, PSSA data, and observation.

**Person Responsible Timeline for Implementation Resources**

Josephine Arcaro	Start: 8/1/2009	\$23,562.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date Comment**

7/27/2011	First Philadelphia continues to set high expectations for all students and work towards our goal of all students reading on grade level. We have implemented many new practices including Reading Workshop, and professional development for teachers, in order to increase our students' reading stamina and reading engagement.
-----------	---

**Activity: Small group**

**Description:** All classroom teachers will conduct small group instruction based on ability grouping. In addition, students in grades K-2 will receive pull out intervention services by the Kindergarten Intervention Teacher and Reading Specialist using the Fountas and Pinnell Intervention Program.

Sessions are 20-45 minutes daily depending on the grade level and there are 183 sessions per year.

Small group activities are designed to meet the needs of students who have similar strengths and weaknesses as determined by classroom assessments and observation.

Small group activities include one on one or small group conferencing in reading, guided reading groups, mini-lessons geared to students with strategy to skill needs in reading and math.

Research supports the implementation of small group instruction following a whole group classroom lesson. That method is in place daily. Anecdotal notes are the evaluation method for this activity. The groups are fluid and students move in and out depending on the skill or need.

The K-2 Reading Intervention program uses its own evaluation program that is embedded in the program. Fountas and Pinnell uses a running record to determine movement and progress.

Students are instructed daily in small groups and move through the program until they are on grade level.

**Person Responsible Timeline for Implementation Resources**

Josephine Arcaro      Start: 8/22/2012  
Finish: Ongoing

-

**Status:** In Progress — Upcoming

## **Goal: READING**

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

Students who are 10-15 points way from reading at a proficient level will be targeted for remediation.

### **Strategy: Co-teaching Model**

**Description:** Special education teachers and reading specialists will continue to work in all classrooms to provide resources and services to students with IEP's and/or students in need of intervention. IEP goals will be able to be met and students will make progress in the least restrictive environment. Classroom teachers will work with the special education teachers and reading specialists and learn to implement strategies and best practices that will support the entire classroom.

### **Activity: ACADEMIC ENGAGEMENT**

**Description:** The core of our school's mission is the belief that the key to learning is literacy: our expectation is that every child will not only read well, but will have the complementary skills of writing, listening and speaking at-or-above his/her grade level as defined by both federal guidelines and the statutes of the No Child Left Behind Act. Because they possess strong literacy skills — and because they have a love, respect and appreciation for reading - our children are stronger in math, science, languages, social studies and the arts. This is due largely to a daily use of technology which

- Encourages a pacing and monitoring structure for our lower-achieving students
- Affects a deeper synthesis and engagement in the learning process for our more advanced pupils
- Serves to raise the level of instruction and learning for our on-level learners

Empowered by technology, First Philadelphia is committed to providing academic experiences which support the continuous development of our pupils.

During the 07-08, 08-09, 09-10, 10-11 and 11-12 school years, First Philadelphia successfully met the criteria for school performance as defined by the guidelines of the No Child Left Behind Act.

Students are academically engaged from 8:30 am until 3:15 pm daily. There are opportunities for students to participate in tutoring and enrichment activities from 7:30 am until 5:00 daily, as well. There are 183 school days dedicated to this activity with an additional 3 weeks of ESY for students with IEPs.

The goal of our academic program is for students to read on grade level at the end of third grade. Pennsylvania state standards are followed for all subject areas. Reader's Workshop and Balanced Literacy have been implemented to ensure that all students are being instructed at their

instructional level and have the opportunity to progress. Students are given 30-45 minutes in school daily for independent reading and are required to read for that amount of time at home each night. This is all designed to create a love of reading and students who are able to choose books on their level and read for pleasure as well as information. Students are academically engaged in all aspects of the school day from morning tutoring sessions to after school tutoring sessions. All tutoring is an extension of what was taught during the school day. Bloom's Taxonomy is the basis for our grading system as well as daily conferencing with teachers, running records, QRI testing, Key Math testing, teacher made tests, AIMS web assessment at the beginning and end of the school year, PSSA data, and observation.

**Person Responsible Timeline for Implementation Resources**

Josephine Arcaro	Start: 8/1/2009	\$23,562.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date      Comment**

---

7/27/2011 First Philadelphia continues to set high expectations for all students and work towards our goal of all students reading on grade level. We have implemented many new practices including Reading Workshop, and professional development for teachers, in order to increase our students' reading stamina and reading engagement.

**Activity: Aims Web**

**Description:** Students in grades K-6 take on online reading assessment using Aims Web three times a year. Once in August to determine an appropriate starting point for guided reading instruction, again in February and again at the end of the year to determine growth. Special Education teachers will use this resource in order to do progress monitoring for their students. Each teacher is responsible for assessing the students in their classroom. Teachers take 2 days during each cycle to complete the assessment. The test determines a lexile score for students and a fluency rate. Based on the results of the testing we can gauge growth from semester to semester, and then again over the course of the year. Teachers will use the results to guide instruction in their classroom, determine reading groups based on reading levels and monitor fluency. Those results will give teachers the information that they need to program for individual students, purchase guided reading books, and add to their classroom library.

This test is administered in August/September, in February, then again in May/June. There are approximately 10 hours per session dedicated to each classroom for each of the three sessions. AIMS web is a research based assessment system used to give a baseline lexile score and fluency rate and then to determine growth twice during the year. The results are used during the school year to guide instruction and to plan intervention for students. It is designed to give teachers an idea of which students need intervention in reading and to determine the effectiveness of the program they are implementing in their classrooms. Follow up activities include small group instruction geared to increase fluency for students for whom it is affecting comprehension and to group students for guided reading. The evaluation of our own programs is determined based on growth on the test throughout the year.

**Person Responsible Timeline for Implementation Resources**

Josephine Arcaro	Start: 8/10/2011	\$10,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Strategy: Reading**

**Description:** AIMS Web technology is now being used for all students grades K-Sixth in order to determine a beginning reading level and skill set. The technology will also be used with all Special Education students for progress monitoring. The Seventh and Eighth grades students will be initially assessed Scholastic Reading Inventory in order to determine a starting point for reading instruction.

## **Activity: Autistic Spectrum Disorder**

**Description:** The 2011-2012 school year has brought a marked increase in the number of students that we are servicing who has been identified as having ASD or whom we will be showing characteristics of it. We have contracted the services of Cathy Grayson, an autistic spectrum disorder expert, to work with our staff, students and families to provide insight and strategies to help us deal with this disorder. There were 10 sessions throughout the 2011-2012 school year with an average of 4 hours per session.

Cathy Grayson was able to teach our teachers how to understand and communicate with students on the spectrum as well as their families. Professional development included strategies for teaching students with Asberger's or Autism, behavior management skills and strategies and communication skills. It was designed to ease the fears of teachers who now have several students in their classrooms that have been determined to be on the spectrum or who or thought to be. It is designed to ensure that we are meeting the needs of all of our students and their families. Follow-up activities include extending the professional development to the first grade this year as those kindergarten students are all moving on and the demands of a first grade classroom will be very different than what they experienced in Kindergarten. The yearly IEP meetings and evaluations serve as the evaluation to determine whether or not we are meeting the needs of these students.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Bernadette McLaughlin	Start: 9/26/2011 Finish: 3/8/2012	\$12,000.00

### **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>
5.00	10	7

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
First Philadelphia Preparatory Charter School	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Teachers, Counselors,	Content is based on	<i>For classroom teachers, school</i>

Administration, students and their families are all learning to work with students who have been diagnosed with Autism or Asperger's syndrome. We are learning the best way to deliver instruction, and engage with students who have difficulty with social cues, language or controlling their behavior.

Cathy Grayson's extensive work with students in her private practice who are on the spectrum as well as her own research and best practices.

*counselors and education specialists:*

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

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

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

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

<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>• Early childhood (preK-grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> </ul>

- School counselors
- Other educational specialists
- Middle (grades 6-8)
- Science and Technology
- Arts & Humanities
- Civics and Government
- Health, Safety and Physical Education
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work

### 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> </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> <li>• Review of participant lesson plans</li> </ul> |
|--|---|

**Status:** Not Started — Overdue

### **Strategy: Small group Instruction**

**Description:** Students who need intervention services are being seen in small groups in Kindergarten through 2nd grade. We are now using the Fountas and Pinnell Intervention Kits in those grades to meet the needs of students who are struggling but have not been identified as needing and IEP.

### **Activity: ACADEMIC ENGAGEMENT**

**Description:** The core of our school's mission is the belief that the key to learning is literacy: our expectation is that every child will not only read well, but will have the complementary skills of writing, listening and speaking at-or-above his/her grade level as defined by both federal guidelines and the statutes of the No Child Left Behind Act. Because they possess strong literacy skills — and because they have a love, respect and appreciation for reading - our children are stronger in math, science, languages, social studies and the arts. This is due largely to a daily use of technology which

- Encourages a pacing and monitoring structure for our lower-achieving students

- Affects a deeper synthesis and engagement in the learning process for our more advanced pupils

- Serves to raise the level of instruction and learning for our on-level learners

Empowered by technology, First Philadelphia is committed to providing academic experiences which support the continuous development of our pupils.

During the 07-08, 08-09, 09-10, 10-11 and 11-12 school years, First Philadelphia successfully met the criteria for school performance as defined by the guidelines of the No Child Left Behind Act.

Students are academically engaged from 8:30 am until 3:15 pm daily. There are opportunities for students to participate in tutoring and enrichment activities from 7:30 am until 5:00 daily, as well. There are 183 school days dedicated to this activity with an additional 3 weeks of ESY for students with IEPs.

The goal of our academic program is for students to read on grade level at the end of third grade. Pennsylvania state standards are followed for all subject areas. Reader's Workshop and Balanced Literacy have been implemented to ensure that all students are being instructed at their instructional level and have the opportunity to progress. Students are given 30-45 minutes in school daily for independent reading and are required to read for that amount of time at home each night. This is all designed to create a love of reading and students who are able to choose books on their level and read for pleasure as well as information. Students are academically engaged in all aspects of the school day from morning tutoring sessions to after school tutoring sessions. All tutoring is an extension of what was taught during the school day. Bloom's Taxonomy is the basis for our grading system as well as daily conferencing with teachers, running records, QRI testing, Key Math testing, teacher made tests, AIMS web assessment at the beginning and end of the school year, PSSA data, and observation.

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

Josephine Arcaro	Start: 8/1/2009 Finish: Ongoing	\$23,562.00
------------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

#### **Date Comment**

7/27/2011	First Philadelphia continues to set high expectations for all students and work towards our goal of all students reading on grade level. We have implemented many new practices including Reading Workshop, and professional development for teachers, in order to increase our students' reading stamina and reading engagement.
-----------	---

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

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

Students with poor attendance will be identified. Parents will be contacted and offered support. Incentive plans will be put in place for good classroom attendance on a monthly basis.

**Strategy:** Improvement in the number of students arriving late to school

**Description:** The school is now working in partnership with the District Attorney's Office on a truancy program. Part of the program empowered us to track student lateness and the number of students being taken from school before dismissal. We are working on a system for using those minutes (hours) to correlate to number of school days missed.

**Activity: ACADEMIC ENGAGEMENT**

**Description:** The core of our school's mission is the belief that the key to learning is literacy: our expectation is that every child will not only read well, but will have the complementary skills of writing, listening and speaking at-or-above his/her grade level as defined by both federal guidelines and the statutes of the No Child Left Behind Act. Because they possess strong literacy skills — and because they have a love, respect and appreciation for reading - our children are stronger in math, science, languages, social studies and the arts. This is due largely to a daily use of technology which

- Encourages a pacing and monitoring structure for our lower-achieving students
- Affects a deeper synthesis and engagement in the learning process for our more advanced pupils
- Serves to raise the level of instruction and learning for our on-level learners

Empowered by technology, First Philadelphia is committed to providing academic experiences which support the continuous development of our pupils.

During the 07-08, 08-09, 09-10, 10-11 and 11-12 school years, First Philadelphia successfully met the criteria for school performance as defined by the guidelines of the No Child Left Behind Act.

Students are academically engaged from 8:30 am until 3:15 pm daily. There are opportunities for students to participate in tutoring and enrichment activities from 7:30 am until 5:00 daily, as well. There are 183 school days dedicated to this activity with an additional 3 weeks of ESY for students with IEPs.

The goal of our academic program is for students to read on grade level at the end of third grade. Pennsylvania state standards are followed for all subject areas. Reader's Workshop and Balanced Literacy have been implemented to ensure that all students are being instructed at their instructional level and have the opportunity to progress. Students are given 30-45 minutes in school daily for independent reading and are required to read for that amount of time at home each night. This is all designed to create a love of reading and students who are able to choose books on their level and read for pleasure as well as information. Students are academically engaged in all aspects of the school day from morning tutoring sessions to after school tutoring sessions. All tutoring is an extension of what was taught during the school day. Bloom's Taxonomy is the basis for our grading system as well as daily conferencing with teachers, running records, QRI testing, Key Math testing, teacher made tests, AIMS web assessment at the beginning and end of the school year, PSSA data, and observation.

**Person Responsible Timeline for Implementation Resources**

Josephine Arcaro	Start: 8/1/2009 Finish: Ongoing	\$23,562.00
------------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

**Date      Comment**

7/27/2011	First Philadelphia continues to set high expectations for all students and work towards our goal of all students reading on grade level. We have implemented many new practices including Reading Workshop, and professional development for teachers, in
-----------	---

order to increase our students' reading stamina and reading engagement.

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

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

Attendance of all eligible students will be monitored. Students with poor attendance will be monitored. Test makeup time will be scheduled until the testing window is closed.

**Strategy: Students will continue to score at or above the performance goal in math..**

**Description:** The overall score for math in 2010 was 79%; well above the required 67%.

## **Activity: ACADEMIC ENGAGEMENT**

**Description:** The core of our school's mission is the belief that the key to learning is literacy: our expectation is that every child will not only read well, but will have the complementary skills of writing, listening and speaking at-or-above his/her grade level as defined by both federal guidelines and the statutes of the No Child Left Behind Act. Because they possess strong literacy skills — and because they have a love, respect and appreciation for reading - our children are stronger in math, science, languages, social studies and the arts. This is due largely to a daily use of technology which

- Encourages a pacing and monitoring structure for our lower-achieving students
- Affects a deeper synthesis and engagement in the learning process for our more advanced pupils
- Serves to raise the level of instruction and learning for our on-level learners

Empowered by technology, First Philadelphia is committed to providing academic experiences which support the continuous development of our pupils.

During the 07-08, 08-09, 09-10, 10-11 and 11-12 school years, First Philadelphia successfully met the criteria for school performance as defined by the guidelines of the No Child Left Behind Act.

Students are academically engaged from 8:30 am until 3:15 pm daily. There are opportunities for students to participate in tutoring and enrichment activities from 7:30 am until 5:00 daily, as well. There are 183 school days dedicated to this activity with an additional 3 weeks of ESY for students with IEPs.

The goal of our academic program is for students to read on grade level at the end of third grade. Pennsylvania state standards are followed for all subject areas. Reader's Workshop and Balanced Literacy have been implemented to ensure that all students are being instructed at their instructional level and have the opportunity to progress. Students are given 30-45 minutes in school daily for independent reading and are required to read for that amount of time at home each night. This is all designed to create a love of reading and students who are able to choose books on their level and read for pleasure as well as information. Students are academically engaged in all aspects of the school day from morning tutoring sessions to after school tutoring sessions. All tutoring is an extension of what was taught during the school day. Bloom's

Taxonomy is the basis for our grading system as well as daily conferencing with teachers, running records, QRI testing, Key Math testing, teacher made tests, AIMS web assessment at the beginning and end of the school year, PSSA data, and observation.

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

Josephine Arcaro	Start: 8/1/2009 Finish: Ongoing	\$23,562.00
------------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

#### **Date Comment**

7/27/2011	First Philadelphia continues to set high expectations for all students and work towards our goal of all students reading on grade level. We have implemented many new practices including Reading Workshop, and professional development for teachers, in order to increase our students' reading stamina and reading engagement.
-----------	---

## **Goal: TECHNOLOGY IN LESSON PLANNING**

**Description:** All teachers will intergrate technology into their lessons.

### **Strategy: Small group Instruction**

**Description:** Students who need intervention services are being seen in small groups in Kindergarten through 2nd grade. We are now using the Fountas and Pinnell Intervention Kits in those grades to meet the needs of students who are struggling but have not been identified as needing and IEP.

### **Activity: ACADEMIC ENGAGEMENT**

**Description:** The core of our school's mission is the belief that the key to learning is literacy: our expectation is that every child will not only read well, but will have the complementary skills of writing, listening and speaking at-or-above his/her grade level as defined by both federal guidelines and the statutes of the No Child Left Behind Act. Because they possess strong literacy skills — and because they have a love, respect and appreciation for reading - our children are stronger in math, science, languages, social studies and the arts. This is due largely to a daily use of technology which

- Encourages a pacing and monitoring structure for our lower-achieving students
- Affects a deeper synthesis and engagement in the learning process for our more advanced pupils
- Serves to raise the level of instruction and learning for our on-level learners

Empowered by technology, First Philadelphia is committed to providing academic experiences which support the continuous development of our pupils.

During the 07-08, 08-09, 09-10, 10-11 and 11-12 school years, First Philadelphia successfully met the criteria for school performance as defined by the guidelines of the No Child Left Behind Act.

Students are academically engaged from 8:30 am until 3:15 pm daily. There are opportunities for

students to participate in tutoring and enrichment activities from 7:30 am until 5:00 daily, as well. There are 183 school days dedicated to this activity with an additional 3 weeks of ESY for students with IEPs.

The goal of our academic program is for students to read on grade level at the end of third grade. Pennsylvania state standards are followed for all subject areas. Reader's Workshop and Balanced Literacy have been implemented to ensure that all students are being instructed at their instructional level and have the opportunity to progress. Students are given 30-45 minutes in school daily for independent reading and are required to read for that amount of time at home each night. This is all designed to create a love of reading and students who are able to choose books on their level and read for pleasure as well as information. Students are academically engaged in all aspects of the school day from morning tutoring sessions to after school tutoring sessions. All tutoring is an extension of what was taught during the school day. Bloom's Taxonomy is the basis for our grading system as well as daily conferencing with teachers, running records, QRI testing, Key Math testing, teacher made tests, AIMS web assessment at the beginning and end of the school year, PSSA data, and observation.

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

Josephine Arcaro	Start: 8/1/2009 Finish: Ongoing	\$23,562.00
------------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

### **Date      Comment**

---

7/27/2011	First Philadelphia continues to set high expectations for all students and work towards our goal of all students reading on grade level. We have implemented many new practices including Reading Workshop, and professional development for teachers, in order to increase our students' reading stamina and reading engagement.
-----------	---

## **Statement of Quality Assurance**

Charter school has met AYP.

## **Statement of Quality Assurance - Attachment**

- Assurances 2011

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

#### **Activities**

1. A school schedule was coordinated to structure literacy blocks of time through out the school day so that implementation can occur.
2. Provide literacy training, reading strategies training and child development workshops as a requirement for employment and the No Child Left Behind Act.
3. A decision to blend The Making Meaning reading comprehension program with the current reading series across all grades was made.

4. Balanced literacy is implemented in conjunction with reading workshop. A strong guided library is in place for teachers to utilize.
5. Further professional development sessions, a time line for implementation, coaching sessions and a informal observation schedule were developed.
6. Many special education services were provided in the inclusion, co-taught setting.
7. Weekly Book Club meeting run by Principal for teachers to read and discuss professional literature directly related to Reading Instruction and Readers' Workshop
8. Creation of Literacy Leadership Team made up of Reading Specialists, Literacy Center Coordinator, Director of Curriculum and Instruction, Principal, and classroom teachers who meet once a month to assess the current reading program; its strengths, weaknesses and needs.
9. Creation of an after school tutoring program with a special emphasis on the Second Grade Reading Club (Intervention Program) for students not on target for reading on level by Grade 3.
10. The use of Bloom's Taxonomy as the grading system ensures that the teaching is in-depth and inquiry-based. Teachers must assign a Bloom's Level to each standard on the report card for all students so they must provide the student with the opportunity to apply, analyze, synthesize and evaluate the skill/concept in order to assign the Bloom's Level on the report card. The Independent Learning Project process that every child completes annually allows for the student to have inquiry-based instruction. The students identify an essential question and anchor questions for an interests-based research project. The students complete research and a culminating project with teacher support and guidance.

#### Curriculum for First Philadelphia:

First Philadelphia uses the instructional programs and practices listed below. These programs and practices are in accordance with and meet requirements of 22 Pa. Code Ch. 4. These programs and best practices allowed us to make Adequate Yearly Progress during the 2007-8, 2008-9, 2009-10, and 2010-11 school years.

#### Differentiated Instruction:

Students in our schools are heterogeneously placed in classrooms by abilities. Some schools homogeneously track students, but we have found that our students learn at a much faster rate in heterogeneous classes. With each lesson, teachers must identify how they will challenge their above level learners and support their low level learners. Teachers do not just "teach to the middle of the class."

#### Small Group Instruction:

Small group and one-on-one instruction is integral to our students' success. We have a large learning gap to close with many students, but we also have to challenge our higher level learners so that they do not disengage from our academic program. Mini-lessons are given in each content area (direct, explicit instruction, teacher modeling). Then students participate with the teacher in guided practice (so teachers can monitor student mastery of the new skill or concept), followed by independent practice. During the independent practice time, the teacher meets with small groups to ensure the concept or skill taught has been mastered. The teacher reinforces or reteaches skills and concepts to groups as needed. On-going formative assessments allow the teacher to group the students appropriately and reteach needed skills.

#### Caring School Community:

Caring School Community is a program created by the Developmental Studies Center in Berkeley, California. The program is researched based. It teaches students to interact with one another, to be positive and productive members of a community, character education, and taking personal responsibility. Class meetings take place daily. They are an integral part of the academic program because the sense of community created through class meetings helps students to feel safe and take risks. Since many students come to school with a learning gap and do not feel good about their academic prowess, this sense of a secure community where risks can be taken is necessary. Class meetings allow for check-ins so students can evaluate and communicate if they understood the lesson's content and conduct informal assessment. Students are held accountable and responsible for their learning. They take ownership and direction of their learning allowing them to engage deeper. Caring School Community cooperative structures, like Think-Pair-Share also increase student engagement and higher level thinking and discussion. All students are responsible for answering teacher questions using Think-Pair-Share, rather than just the one student "being called on." Finally, CSC creates a community where discipline issues are unacceptable at school. Our strict discipline grid, in addition to our strong community, ensures that students do not waste instructional time during the school day on behavior issues. Intrinsic Motivation is a key component of our school culture and Caring School Community. Decreasing the emphasis on external rewards and competition and increasing the importance of teamwork, values, and community are essential. All staff members believe all of our children can go to college. As potential future college students, our children understand the purpose of putting great effort into their academic career since they have an end goal. It is so important for this generation of students to attend college and it is the school's responsibility to prepare them so they can be productive members and leaders of our society. These Caring School Community practices allow First Philadelphia students to reach their fullest potential and high levels of achievement.

#### Making Meaning:

Making Meaning is a scripted Read-Aloud program (and part of Caring School Community) that directly and explicitly teaches reading comprehension strategies, while also providing character education. Cooperative structures, like Think-Pair-Share are taught and practiced during this time in order to keep students engaged and comprehending throughout the entire text. Many students were not read to during the formative 0 to 5 years of age. This results in not understanding story structure or the language of literature. It makes it difficult to sustain attention to read-aloud and actively working to understand the text so these cooperative structures are essential to engagement and comprehension of students.

#### Balanced Literacy:

Read aloud (Making Meaning), shared reading, guided reading, independent reading and phonics instruction take place during the balanced literacy block. The Wright Group guided reading library was chosen. Each group of books comes with a clear lesson guide that explains pre-reading, during reading and post-reading activities as well as teaching points. It is easy for the teachers to understand and implement with students. The Wright Group phonics kits were chosen as well. Explicit reading comprehension and word attack strategies are taught and practiced by students during the balanced literacy block. Making Words and Phonics Month by Month by Patricia Cunningham are also supplemental curriculum materials for word study. The culmination of all of these curriculum resources is in accordance with the Reading

academic standards of 22 Pa. Code Ch. 4 - The application of phonemic awareness, phonics and word study, vocabulary, fluency and text comprehension in reading critically across subject areas; the interpretation and analysis of literary expression with analysis of the origins and structures of the English language and learning how to search a variety of texts to conduct research.

Lucy Calkins Units of Study or Being a Writer:

The Being a Writer curriculum is also part of the Caring School Community model. It is facilitated in a Writing Workshop format. The teacher provides a short, direct instruction mini-lesson. Students are then provided with time to write independently. The teacher confers with individual students or reteaches to small groups of students during this time. Literature and teacher demonstration provide students with models and examples. Lessons from Being a Writer are scripted so even new teachers are easily able to implement the program. This program is implemented for 30 to 45 minutes a day, 4 days a week. Research shows that students will only become proficient as writers when they actually engage in the craft of writing daily and revise their own work for authentic purposes. More experienced teachers use the Lucy Calkins Units of Study. This curriculum requires more preparation by the teacher, but is easier to tailor to the needs of students that teachers see during Writing Workshop because it is not scripted and does not have a set sequence of lessons. As 22 Pa. Code Ch.4 requires for writing, the curriculums both include narrative, informational and persuasive formal writing for an audience, including spelling and editing skills; and informal writing to capture and organize information for individual use.

Saxon Math Program:

This program comes with student manipulatives to provide hands-on experiences so students can master math concepts and skills. The Saxon matches the language of the math PSSA assessment and the consistent reinforcement and reteaching of math skills and concepts in every Saxon lesson allow students to be prepared for the Pennsylvania state assessment by March. This curriculum helps students to relate the different concepts in math and develop basic conceptual knowledge in math. The math language is taught and understood as early as kindergarten. This program allows for students to begin each class with a short computation exercise so they are able to develop rote math skills that will enable them to easily perform higher level math as they progress through the grades. Problem solving is included daily. Students develop the ability to think as mathematicians and solve problems in a variety of ways. Using this curriculum students are able to think, reason, and communicate mathematically in all areas of math including measurement, data analysis, algebra, geometry, trigonometry, calculus, and problem solving with the skills and concepts appropriate for their grade level as is required by 22 Pa. Code Ch. 4. Saxon also provides enough materials including an Adaptations Curriculum for instruction of special education students so that we can ensure all students make progress and attain the academic standards. Each lesson includes homework review, mini-lesson/direct instruction, guided practice, and independent practice. The curriculum comes with technological resources so that the Promethean Board can be utilized daily to engage students and enrich instruction.

FOSS Science:

The FOSS program allows students to perform hands-on experiments and scientific explorations and then construct their thinking as a scientist. Reading, writing, and thinking are integrated into these explorations. Students learn the scientific process and the fundamentals of scientific knowledge and concepts assessed on the Pennsylvania

state assessment. The program starts in the primary grades and lays a foundation on which teachers can build each year in the areas of physical, life, and earth science. As the date for including science state assessments as part of Adequate Yearly Progress quickly approaches, we have found FOSS to be the strongest curricular tool for science education. We supplement with curriculum from Delta Education and National Geographic. Students study facts, principles, theories and laws in areas of biology, chemistry, physics, and earth sciences, as well as technology as an application of science to enable societal development as is expected by 22 Pa. Code Ch. 4.

History is Alive:

Our Social Studies curriculum is History is Alive. This curriculum is interactive and engaging for students. Students also read primary documents, articles, and view media resources. This curriculum is from TCI (Teachers' Curriculum Institute). This curriculum has on-line resources and appeals to a variety of learning styles. The textbooks are engaging and include primary documents and personal accounts to heighten student interest. The curriculum lends to the study of the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world just as is required by 22PaCodeCh.4.

Grading System:

Our grading system is linked to the levels of Bloom's Taxonomy. By using Bloom's Taxonomy to assess, teachers plan their lessons reaching high levels of critical thinking. Students do not just memorize and complete rote tasks. They learn to understand a concept and then apply, analyze, synthesize and evaluate that concept. Our grading system increases student achievement because it provides children with constant opportunities to think critically and solve problems as they will need to do on the state assessment.

### **Strategy II**

Provide the Reading Specialists with an assistant to further meet the needs of students and teachers.

Activities:

1. A job description for a reading support assistant was determined.
2. Interviews were conducted and a candidate was selected.

### **Strategy III**

Develop a school wide incentive to promote the PSSA

1. Organize a pep rally to launch this effort

2. Create motivational strategies and displays to keep the program
3. Create a test prep program that does not conflict with providing a rigorous college oriented, meaningful education experience for students

**B. Make Perfect School Attendance a Family Goal**

**Strategy IV**

Inform/ remind families that research shows that students who miss time in school have less academic success. As a elementary school we are responsible for providing the foundation that will lead to future academic success therefore good attendance is needed.

\*Teacher Induction Plan was approved on January 30, 2012. We have not received a letter stating that approval.

\* Professional Development is still being reviewed.

**Rigorous Instructional Program - Attachments**

- Rigorous Instructional Program
- Comparability Assurance 2011-2012

**English Language Learners**

Policy: First Philadelphia Preparatory Charter School English Language Learners Policy

SECTION: Programs

**TITLE: English As A Second Language/ Bilingual Program**

<p>Purpose</p> <p>Authority Title 22 Sec 4.26</p> <p>Castaneda v. Pickard, 1981</p> <p>Title 22 Sec. 4.13</p> <p>Title 22 Sec. 4.13 (c) (7) 24 P. S. § 12-1205.1 and § 49.16-17</p> <p>Civil Rights Act of 1964 Title VI P.L 103-382</p> <p>Basic Education Circular July 1, 2001: Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)</p> <p>Delegation of Responsibility</p>	<p><b>ENGLISH AS A SECOND LANGUAGE/BILINGUAL PROGRAM</b></p> <p>In accordance with the Board’s philosophy to provide a quality educational program for all students, the First Philadelphia Preparatory Charter School SD shall provide an appropriate planned instructional program for identified students whose dominant language is not English.</p> <p>The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success.</p> <p>The school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student’s achievement of English proficiency and the academic standards. The program shall include bilingual-bicultural or English As a Second Language instruction. The program shall meet the three-pronged test of program compliance: (1) sound research-based education theory, (2) sufficient resources and staffed by appropriate prepared personnel, (3) periodic program evaluation.</p> <p>The Board shall include provisions for the LEP programs in its Strategic Plan.</p> <p>The Board shall include provisions for the LEP professional education for ESL teachers, classroom teachers of LEP students and new teachers in its professional development plan.</p> <p>The Board shall establish procedures for identification of students whose dominant language is not English. The Home Language Survey shall be completed for every student in the district and filed in the student’s permanent record folder through graduation. For students whose dominant language is not English, assessment of the student’s English proficiency level must be completed to determine the need for English as a Second Language instruction.</p> <p>The Superintendent or designee shall implement and supervise a ESL/Bilingual Program that meets the legal requirements for ESL/Bilingual program compliance.</p> <p>The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the ESL program.</p> <ol style="list-style-type: none"> <li>1. Program goals</li> <li>2. Student enrollment procedures (i.e., Home</li> </ol>
--	--

<p>Fourteenth Amendment Plyler v. Doe, 1982</p>	<p>Language Survey)  3. Assessment procedures for program entrance, measuring progress in gaining English proficiency, and program exiting.  4. Accommodations for English Language Learners (ELL) in the classroom  5. Grading policies  6. List of resources including support agencies and interpreters</p>
<p>Lau v. Nichols, 1974</p>	<p><b><u>Guidelines for the ESL/Bilingual Program</u></b>  LEP students shall be enrolled upon presentation of a local address and proof of immunization.</p> <p>The ESL/Bilingual program shall be designed to provide instruction to meet each student's individual needs based on the assessment of English proficiency in reading, writing, listening and speaking. Adequate content area support shall be provided while the student is learning English to ensure achievement of academic standards.</p>
<p>Castaneda v. Pickard, 1974</p>	<p>A PA certified teacher hired as a teacher and, if necessary, appropriate support staff (e.g., teacher aides) shall provide the ESL program.</p> <p>Instructional resources shall be comparable to the resources provided other core academic subjects.</p> <p>The program shall be evaluated for effectiveness based on the attainment of English proficiency. If ELLs are not learning English, the program shall be changed to ensure greater success.</p> <p>The ELL shall be required to meet established academic standards and graduation requirements with accommodations as adopted by the Board.</p>
<p>Equal Education Act of 1974</p>	<p>Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.</p> <p>Communication with parents shall include information about assessment, academic achievement and other related education issues in the language understood by the parent whenever possible.</p>

**English Language Learners - Attachment**

- 2011-2012 ELL Policy

**Graduation Requirements**

Our school is an elementary program.

## Special Education

Our school employees a system called BRIDGE, which is a child study team. The team is made up of the Special Education Coordinator, School Guidance Counselor, School Social Worker, Principal, Dean, Speech Therapist, Occupational Therapist, Reading Specialists and Math Specialists and teachers.

Students are assessed upon entering the school. Students that appear to not be making appropriate progress, as observed by the classroom teacher and/or parent are then referred to the BRIDGE team. Tier 1 interventions are initiated by meeting to discuss possible interventions that the teacher can put in place or to discuss what the teacher has already been working on. The teacher will then take those suggestions back and keep anecdotal notes regarding the effectiveness of them.

After a specified period of time, the team will reconvene to discuss the student. If there has been no significant progress we will move to Tier 2 which are more intensive interventions, which can include pulling the student out for one on one tutoring or having a specialist push into the classroom to support the student. Again, if no significant progress is made after a specific period of time, the student may then be recommended for testing. If the school initiates testing then permission to evaluate is generated and the school has 60 days to begin testing. Once testing is complete a report is prepared and a meeting is held to determine placement if deemed necessary. If an IEP is needed one is generated based on the input of the family and the Interdisciplinary Team. Procedural safeguards are made available and a NOREP is generated. Mediation is always made available if there are any disputes related to the testing and or recommendations made.

## Special Education - Attachments

- Special Education Policy 1
- Special Education Policy 2
- Discipline/Special Education Policy

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Anne Tacchino	100	Co-Teaching/Resource Room	First Philadelphia	37	Math Resource Room 8th grade and Math Support 6th-8th
Deborah Smith	100	Co-Teaching/Learning Support	First Philadelphia	10	Reading Support
Michelle Dowd	100	Co-Teaching/Learning Support	First Philadelphia	24	Reading Support
Shelley Dunham McBride	100	Learning Support/Co-Teaching	First Philadelphia	22	Reading Support
Lisa	100	Co-Teaching/Learning	First	15	Math Support K to 3

Gillespie	Support	Philadelphia			
Katie Culver	100 Resource Room/Co-Teaching	First Philadelphia	23		Literacy Resource Room 3rd Grade; Reading/Language Arts 3rd-5th; Mixed Group 5th-7th
Patricia Gillespie	100 Learning Support/Co-Teaching/Resource Room	First Philadelphia	30		Math 3rd-5th and 5th grade Resource Room
Cheryl Nelson	100 Speech	First Philadelphia	49		K to 8

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Independent Contractors	100	speech,PT,OT	First Philadelphia	25	all services provided at the school
Green Tree School	100	Educational Placement	Green Tree School	4	Students have been indentified as autistic. These students need a specialized program.
Valley Day School	100	Educational Placement	Valley Day School	2	Students need a specialized placement.
Our Lady of Confidence	100	Educational Placement	Our Lady of Confidence	2	These students need a specialized placement.
Orchard Friends	100	Educational Placement	Orchard Friends	1	Student was in need of a specialized placement.
Delta School	100	Educational Placement	Delta School	1	Student was in need of a specialized placement.

### Special Education Program Profile - Chart III

Title	Location	FTE
Bernadette McLaughlin - Special Education Supervisor	First Philadelphia CS	100
Dr. Yelena Yovenich - Psychologist	First Philadelphia CS	.25
Cheryl Nelson - Speech Therapist	First Philadelphia CS	100
Kathleen Foulkrod- Occupational Therapist	First Philadelphia CS	.40
Maria Heller- Physical Therapist	First Philadelphia CS	.20
Alex Shaw-Occupational Therapist	First Philadelphia CS	.20

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Dr. Yelena Litvinenko	School Psychologist	16 hours
Kathleen Breslin-Foulkrod	Occupational Therapist	15 hours

Alex Shaw	Occupational Therapist	10 hours
Maria Heller	Physical Therapist	5 hours
Rachel Harris	Hearing Therapist	2 hours
Cheryl Nelson	Speech Therapist	40 hours
Kimberly Wilson	Hearing and Speech Assistant	5 hours
Bernadette McLaughlin	Special Education Coordinator	40 hours
Katie Culver	Special Education Teacher	40 hours
Anne Tacchino	Special Education Teacher	40 hours
Tricia Gillespie	Special Education Teacher	40 hours
Lisa Gillespie	Special Education Teacher	40 hours
Debbie Smith	Reading Specialist	40 hours
Michelle Dowd	Reading Specialist	40 hours
Chelise Dunham-McBride	Reading Specialist	40 hours

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

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

### Student Assessment - Secondary

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

### Student Assessment

All testing data is reviewed several times per year. Test data determines and drives instruction. Data on each student is passed on from teacher to the next teacher. Weak skills by grade are reviewed as a whole team approach for mediation. Our school did not make AYP during the 2006-2007 school year. Therefore, a heightened interest in managing data all year long was paramount. Student scores were used to determine instructional groups during the school day and during tutoring sessions afterschool. The 4Sight testing program was used to monitor student success and to adjust instruction when student progress was not significant. All this heightened attention resulted in achieving AYP for four successive school years. Our upper grades were most successful. The standards-driven curriculum in conjunction with a test prep unit of study

work to help students achieve proficiency on the PSSA. We have made AYP every year since then up to and including the 2010-2011 school year with substantial improvement in our Math scores. Our math scores have increased from 46% to 79% over the past four years. Our reading scores have increased from 43% to 67.7%. Our proficiency levels were similar in reading in 2010 and 2011 even though the schools made excellent growth. This occurred because a strong 8th grade class graduated and was replaced with a struggling third grade class. Although we have made steady growth and progress, we need to continue to make gains in reading. Independent reading is the initiative. Teachers are working to ensure students have "just right" books at their level and that they spend time practicing the art of reading every day with the guidance and coaching of a teacher. This is a professional development topic as well for the entire year so teachers have support in ensuring all students are engaged, learning, and practicing strategies during independent reading. The co-teaching model has also enhanced our reading growth because the reading specialists are modeling mini-lessons and the teaching of strategies for regular education teachers who have less expertise in the teaching of reading. This daily development tool has enhanced the teaching and learning in all classrooms.

In 2011-2012 we did not make AYP. We made 23/24 of our targets. We were unable to make growth in the area of Students with IEP's in math. We believe that the implementation of the Saxon math program resulted in this decline. Students did not have the benefit of a year of experience with this new math curriculum. Other grade levels see the benefits of the program after one year. We are confident that we will see the same results this year. We are also implementing new strag

Percent of First Philadelphia Students Who Scored Proficient and Advanced on PSSA:

Groups	Math 2010-11	Math 2009-10	Math 2008-2009	Math 2007-2008	Math 2006-7
All	79.0%	69.4%	61.4%	55.4%	47.2%
White	86.8%	75.2%	69.7%	64%	55.8%
Black	74.9%	64.4%	55.7%	48.7%	40.2%
Lat/Hisp	75.7%	68.1%	57.7%	50%	41.4%
IEP	54.0%	40.3%	32.6%	22.7%	21.9%
Economically Disadvantaged	78.2%	67.6%	60.8%	55.5%	44.6%

Groups	Reading 2010-11	Reading 2009-10	Reading 2008-2009	Reading 2007-2008	Reading 2006-2007
All	67.7%	69.2%	65.5%	58.6%	43.9%
White	73.6%	74.5%	72.1%	67.6%	54.8%
Black	64.9%	62.3%	59.1%	53.7%	37.3%
Lat/Hisp	63.5%	68.1%	64.6%	55%	40%
IEP	38.9%	35.7%	31.4%	21.4%	20.5%
Economically Disadvantaged	67.1%	67.8%	65.3%	57.2%	41.1%

Grade 8 Targeted 2011

Reading 2011 Grade8	Advanced	Proficient	Basic	Below Basic
First Philadelphia (all)	58.3%	32.1%	6.0%	3.6%

State	57.7%	24.1%	9.3%	8.9%
First Philadelphia (Black)	47.4%	36.8%	7.9%	7.9%
State	32.9%	31.2%	17.2%	18.6%
First Philadelphia (Latino)	60.0%	33.3%	6.7%	0.0%
State	32.2%	28.8%	17.1%	21.9%
First Philadelphia (White)	77.3%	18.2%	4.5%	0.0%
State	64.7%	22.4%	7.1%	5.7%
First Philadelphia (Economically Disadvantaged)	56.0%	34.7%	6.7%	2.7%
State	37.4%	30.4%	15.5%	16.7%

Math 2011 Grade 8	Advanced	Proficient	Basic	Below Basic
First Philadelphia (all)	41.7%	40.5%	11.9%	6.0%
State	50.2%	26.7%	11.7%	11.4%
First Philadelphia (Black)	26.3%	47.4%	18.4%	7.9%
State	26.1%	29.1%	19.1%	25.8%
First Philadelphia (Latino)	33.3%	46.7%	6.7%	13.3%
State	29.2%	28.7%	17.8%	24.4%
First Philadelphia (White)	63.6%	36.4%	0.0%	0.0%
State	56.3%	26.5%	9.80%	7.3%
First Philadelphia (Economically Disadvantaged)	42.7%	40.0%	12.0%	5.3%
State	32.1%	29.9%	17.4%	20.5%

We have found that our students are scoring around 90% proficient and advanced by the end of their school career at First Philadelphia regardless of socio-economic level, ethnicity, or gender. We have found that balanced literacy and readers workshop have been successful in allowing us to help every child increase his or her reading proficiency level. Teachers are observed informally and formally to ensure they are delivering instruction that meets student needs. Teachers are supported consistently with modeling, mentoring or resources and development as a result of these observations. Teachers also take part in committees like the

Literacy Leadership Committee and Math Committee to help decide which curriculum, programming and supplemental resources are needed for instructing.

Our increase in our math scores can be attributed to using supplemental curriculum like Touch Math, our switch to the Saxon curriculum chosen by our Math Committee, and the development of the co-teaching program which has allowed special educators and regular educators to co-teach in math and reading classes. The special education teachers have enhanced the regular education instruction with the use of supplemental curriculum and teaching strategies.

For students who are not making progress, the teacher must submit a referral to the child study team known as BRIDGE. the team identifies interventions and progress is monitored. If progress is not seen after Tier I and Tier II interventions are in place, then the student is referred for psycho-educational testing. Curriculum such as the Fountas and Pinnell Leveled Literacy Intervention Program is utilized to support struggling readers. Touch Math, Saxon Adaptations, and software like Fraction Nation and FAAST math are also implemented in math to assist our struggling learners. The co-teaching model also provides the extra classroom help students need. The co-planning time involved with co-teaching improves the regular educators ability to help struggling learners. It is built-in professional development on a regular basis. These strategies have allowed our special education students to increase from 22% to 54% proficiency in math and from 20% to 40% in reading.

## **Student Assessment - Attachments**

- Student Assessment Section
- AYP Results for 2009
- AYP Data for 2010
- PSSA Data 2010-2011
- Individual student PSSA scores
- PSSA Results 2011-2012 School Year

## **Teacher Evaluation**

a) The main features of the evaluation plan are- Professional Knowledge, Classroom Environment/Climate, Communication Skills, Instructional Strategies and Professional Development; a copy of which is attached.

b) All teachers and staff are evaluated by the CEO/Principal and Director of Curriculum and Instruction, each is a certified principal in the state of Pennsylvania.

The CEO/Principal and Director of Curriculum and Instruction both attend professional development throughout the year as well as taking part in all professional development provided for the teachers at the school. Specifically in the area of Special Education we participate in any workshop or webinar that meets our needs through PATTAN. In addition we are involved in professional book clubs with the teachers in an effort to continually strengthen our literacy program.

## **Teacher Evaluation - Attachments**

- Evaluation Tool
- Teacher Criteria 2009-10
- Sample Teacher Evaluation from 2011-2012 School Year

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

Stacey Cruise became Executive Director and Kristine Magargee became Director of Curriculum and Instruction for both schools; First Philadelphia and Tacony Academy Charter Schools. Josephine Arcaro was hired and assumed the position of CEO/Principal in October of 2010. This occurred so that Ms. Cruise could work to replicate First Philadelphia's education and vision so that more students in the city of Philadelphia could be serviced and that Ms. Magargee could ensure that the best practices and curriculum would be in place in both schools.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Teresa Grumbrecht	Member
John MacDonald	President
Barbara Saunders	Secretary
Sharon Dennison	Asst. Secretary
Anita Kaiser	Treasurer
Karin Coger	Vice President
Robert Mitchell	Member
Charles Tarloski	Member

### **Professional Development (Governance)**

The Board of Trustees is comprised of veteran and mid career professionals. Foundations Inc. did the initial formal board training during the 2003-2004 school year. Prior to the start of the 2008-2009 school year, a 2 day retreat for the Board focused on Board responsibilities. A Joint Work Meeting for the Board of Trustees of First Philadelphia and Tacony Academy Charter Schools was held on Saturday, October 23, 2010 from 9:30-4:40. The topic was Strategizing and Organizing to Replicate Success.

All new Board members receive an informational binder that our attorney's review with them. In addition, our attorneys review all members' fiduciary responsibilities on an annual basis. Our Board members have stayed consistent over the last several years.

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

The Board of Trustees of First Philadelphia Preparatory Charter School is responsible for the governance and management of First Philadelphia. During monthly Board meetings the members gather to hear proposals and vote on things such as money disbursement, personnel decisions, and building/physical plant issues. The board must pass a resolution to draw a check from the school's account for any major purchases. Its acts on the school administration's recommendations to hire and terminate all staff members, as well as having its own committee to

hire any senior administration positions. Finally, the Board of Trustees manages the school buildings, and land owned or leased by the school. Due to the fact that this is a major portion of the budget there are a number of financial decisions that go into maintaining the school and its land. In order to work together in partnership with the School District of Philadelphia the Board of Trustees meets with the school administration and business managers to keep abreast of the district's guidelines. The board must pass a budget in time for the school district to review it, and the board must ensure that it maintains the mission and vision of the school which were laid forth in its charter when presented to the School District of Philadelphia.

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

- Board of Trustees Resolution for board meetings
- BOT Meeting Dates 2010-2011
- Board Meeting Dates 2011-2012
- Board of Trustees Meeting Dates

## **Community and Parent Engagement**

The Board members have supported the school by attending all major functions sponsored by the school.

The Board encourages public comment during board meetings to promote a sense of community and collaboration with families.

During the 2011-2012 school year the administration had meetings for parents. The meetings alternated between morning and evening meetings in order to accommodate all parents.

Additionally, the parents sponsored a school wide event and volunteered during special school time celebrations.

Parents are invited into school for Back to School Night where they are able to meet the entire staff and hear the goals, rules, procedures, and meet new staff as well as visit their child's classroom. After 6 weeks of instruction, parents are given a progress report and are invited in to meet individually with the teacher to discuss any issues or concerns.

Report Card Conferences are held in December and March.

Throughout the year parents are invited into the school for school wide events such as the Winter and Spring Concerts, Musical, Family Fun Day, Someone You Love Dance, etc.

In addition, there are monthly meetings scheduled for parents with the principal to address their concerns or to disseminate information such as Title One policies.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

There were no major fundraising for the 07-08 school year. Minor fundraising consisted of an annual appeal and a silent auction to benefit the music program. The Foundation for the school managed both events. The money raised was offset by the expenses to run both events, which

resulted in a slight loss. For the 08-09 school year a gala to celebrate the opening of the new building was held. Special fundraising events to sponsor next year's overseas 8th grade trip were the 2009-10 focus for fundraising. A series of small events like a Spaghetti Dinner and Male Cook-Off were held.

During the 2010-2011 school year fund raisers were held to sponsor the 8th grade trip to Paris, and 5th grade trip to Montreal.

During the 2011-2012 school year there were many fund raisers held to support our sports programs, trips, and service learning projects. Specifically, students fund raised money in December to fund a charitable program called Project Night Night which gave bookbags, books, blankets and teddy bears to homeless students around the country. The 8th grade had a toy drive that helped a women and childrens program at the Gaudenzia House.

Our Haunted School, Candy Sale, Yankee Candle Sale, Avon Sale, Male Cook Off, Spring Fling, etc all raised money that went back to the school to support our sports teams to buy new equipment and uniforms and to help raise money for students going to Costa Rica in June.

## **Fiscal Solvency Policies**

The Charter school maintains fiscal solvency in many ways. The first is by use of SAGE MIP for the accounting software (July 1, 2011 through June 30th, 2012) which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit and Loss statements, Balance Sheets and Check Disbursement runs. The system also allows for Grant Tracking through the use of fund codes so Profit and Loss statements by Grant can be produced at any time. All accounting transactions are driven by paper form initially and converted to electronic format, 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 and the 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.

Effective July 1st, 2011, First Philadelphia put a new accounting system into place, SAGE MIP. Sage is a sophisticated accounting system which converts the internal controls to electronic format, moves the majority of processes to electronic format from paper format, allows detailed by fund budgets to be loaded into the system and a larger array of custom reports to be generated in the system as well as the CEO's real time access to run reports. Previously the school had used QuickBooks.

## **Accounting System**

The Charter School used SAGE MIP (July 1st, 2011 through June 30th, 2012) for the accounting software which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit and Loss statements, Balance Sheets and Check Disbursement runs. The system also allows for Grant Tracking through the use of fund codes so Profit and Loss statements by Grant can be produced at any time. GAAP reporting is used as is required by the Independent Audit.

Effective July 1st 2011, First Philadelphia put a new accounting system into place, SAGE MIP. SAGE is a sophisticated accounting system which converts the internal controls to electronic format, moves the majority of processes to electronic format from paper format, allows detailed by fund budgets to be loaded into the system and a larger array of custom reports to be

generated in the system as well as CEO's real time access to run reports. Again, this new system complies with GAAP reporting. Previously the school used QuickBooks.

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

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

- Revenue over Expenditures FY 2009
- FPCSL Audit for 2009-10
- Rev and Expenditures Fund Balance 2010
- Statement of Revenues over Expenditures 2010
- Financial Statement
- Signed Revenue and Expenditures
- Preliminary Statement of Revenues, Expenditures and Fund Balances 2011-2012
- Preliminary Statement of Revenues, Expenditures and Fund Balances 2011-2012

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

Attached is the 2010-2011 audit in which the school received an unqualified opinion. The school has engaged the firm, Zelenkofske Axelrod for the 2011-2012 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.

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

- Annual Financial Report from Independent Auditors
- FPCSL Audit for 2009-10
- Audit 2010-2011

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

Attached is the audit as of June 30, 2012.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

The Charter School leases the building it resides in from Frankford Valley Foundation and has a long term lease. The school does not have any capital leases as it purchases all capital items outright and this is the intention going forward as additional capital furniture and equipment is required.

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

The charter school will continue to lease the building it resides in from Frankford Valley Foundation long term. It will also lease a second site from a local catholic school for its newly approved additional sections of K-2.

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

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

First Philadelphia Preparatory Charter School complies with health and safety requirements by having a full time nurse on staff as well as a part-time nurse three (3) days per week. These nurses assist in treating students who require emergency care, and administering medication. The nurses are also part of the Child Find team, and help identify the needs of our students who may require specially designed instruction. We also have two certified counselors on staff (School Social Worker and School Guidance Counselor) who help students deal with social, emotional and behavioral issues which may hinder the students' academic and/or social progress.

All of our sprinkler systems, alarm systems and other fire prevention systems are in place, working properly and inspected on a yearly basis. There is an Operations Manager who oversees all maintenance and inspection of building safety systems. Further, we at First Philadelphia have monthly fire drills, and one Shelter-In-Place drill each year. Our students are familiar with the procedures, and have received praise from the fire department when they came out to observe our fire drills. After each fire drill the school safety team meets to debrief on how the drill went, and critique the procedures to see if any changes need to be made.

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

- Safety Compliance
- Health Subsidy 2009-10
- Wellness Policy
- Wellness Policy
- Wellness Policy
- SHARRS 2010-2011
- Reimbursement and Report of School Health Services

### **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 the school matches. The broker for these EBA Consults, located in Merchantville,

NJ. Medical is provided by Aetna for 2010-2011 and 2011-2012, dental is provided by United Concordia, and life/short term disability is provided by The Prudential.

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

- Insurance Certificate Current 2008
- Insurance 2010
- Certificate for First Philadelphia Charter School 2011-2012

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

The number of professional staff for 2011-2012 (grade teachers, special area teachers, special ed, speech, literacy, social worker, nurse, and guidance and administration) totalled 51 members. Total staff for the school in 2011 was 120. Three teachers resigned by the end of this year (2012) and one was not offered another contract. The turnover at the school is very low. Teachers tend to stay unless they to relocate. In addition, 100% of our staff is certified.

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

- PDE 414
- 414 Additional Info 2009
- Certification Verification
- Teacher Certification
- Teacher Certification
- PDE 414

### **Student Enrollment**

The lottery process begins with advertising in various papers as well as information sent home to parents who already have children enrolled at First Philadelphia. Siblings have first preference provided that there are spots available. All applications must be filled out online prior to the lottery in January. All applications are reviewed for the grade to which they are applying, errors, and/or students that are too young to enter into school.

We then hold an Open House for any parent wishing to learn more about our school. At that time, any parent wishing to fill out an application online but does not have access to a computer may use the school's literacy center computers to do so. If a parent requests an interpreter, the school will provide one.

Currently the application is not in any language other than English. The Open House is generally held in February and the lottery follows in March. Parents of students who were placed on the waiting list are sent an email and/or letter if there is no email address provided, notifying them of the Open House date. All students who are on the waiting list must reapply each year. Once the sibling applications have been received, a mandatory kindergarten screening is set for several days during the week so that they have an opportunity to come in with their child. If the parent fails to bring the child in for the mandatory kindergarten screening their spot is forfeited and the waiting list is then utilized to bring in new students. Any new student selected for Kindergarten must also attend the screening.

Depending on the number of spots available, the lottery is done with a specific computer program that sorts the names randomly. For example, if there are ten (10) spots available, the program will randomly sort all of the students and the first ten (10) names shown are the children accepted. The next name becomes number one on the waiting list. Parents are notified of the results during the live lottery that is open to the public. The results are then posted at the school and on our website. Parents of students

Enrollment for 2011-2012

Total Student Enrollment on the first day of school 8/10/2010 = 707

Total Students Who Withdrew during 2010-2011 = 20

Total Students Who Entered after 8/11/2010 = 27

Total Exclusions for the year = 2

Students Who Voluntarily left - 20 (We do not know the schools that they then attended)

## **Student Enrollment - Attachments**

- Enrollment Policy 2011-2012
- Enrollment History for the 2011-2012 School Year

## **Transportation**

- The School District of Pennsylvania provides transportation services for the first through eighth graders. Since the school has been deemed a hazardous zone all students in grades first through eighth are eligible for transportation.

## **Food Service Program**

The School contracts with a Food Service Management Company that is on the approved State vendor list. Breakfast, lunch and afterschool snack are offered to all students wishing to participate. These meals are offered at the free, full and reduced prices based on the student completed free and reduced meal application. The school goes out to bid in accordance with the State regulations.

## **Student Conduct**

In order to create an environment for positive student development and achievement which enhances learning and leads to success in school, we have established number of "Expectations for Student Behavior". These expectations may be divided into two categories-those that apply to academic endeavor and those that apply to student behavior. Compliance with these foster positive and productive behavior.

Areas:

Demonstrate respect for each other and property

Take responsibility for their own behavior and learning  
Use time and other resources responsibly  
Share when working as a member of a group

#### Infractions

Severe Behavior Problems  
Fighting  
Vandalism  
Drug/Tobacco  
Weapons  
Stealing

#### Consequences

Phone call to parents  
Parent Conferences  
Referral form to parents  
Recess time out  
Detention

Suspension  
Expulsion

b)

373 suspensions occurred during the 2011-2012 school year. However, that is down 25 suspensions from the 2010-2011 school year. We are continuing to improve our discipline grid as well as work on preventive measures that will continue to reduce the number of suspensions. . Our Code of Conduct is very strict and is implemented fully at all times.

2 students were expelled during the 2011-2012 school year.

### **Student Conduct - Attachments**

- Student Conduct
- safe schools report 2010-2011
- Safe Schools Report 2011-2012
- Safe Schools Report 2011-2012
- Safe Schools Report 2011-2012

### **Signature Page**

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

School Year: 2012

The First Phila CS For Literacy 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 First Phila CS For Literacy 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:** Josephine Arcaro   **Title:** Chief Executive Officer  
**Phone:** 215-743-3100   **Fax:** 215-743-9876  
**E-mail:** jarcaro@firstphiladelphiacharter.org

---

*Signature of the Chief Executive Officer and Date*

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

**Name:** John MacDonald   **Title:** Board President  
**Phone:** 215-743-3100   **Fax:** 215-743-9876  
**E-mail:** jmacdonald@firstphiladelphiacharter.org

---

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

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

**Name:** Bernadette McLaughlin   **Title:** Special Education Coordinator  
**Phone:** 215-743-3100   **Fax:** 215-743-9876  
**E-mail:** bmclaughlin@firstphiladelphiacharter.org

---

*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachments**

- Statement of Revenues over Expenditures 2010
- Assurances