

---

# Pennsylvania Department of Education

---



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

**Charter Annual Report**  
**Tuesday, May 07, 2013**  
**(Last Accepted: Friday, December 09, 2011)**

**Entity:** Franklin Towne Charter Elementary School  
**Address:** 4259 Richmond Street  
Philadelphia, PA 19137

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Franklin Towne Charter Elementary School

**Date of Local Chartering School Board/PDE Approval:** February 2009

**Length of Charter:** Initial Charter: 3 years (Renewed on May 11, 2012 for new 5-year term — July 1, 2012 through June 30, 2017) **Opening Date:** July 1, 2009

**Grade Level:** K-8 (Grades K-7 in 2011-12) **Hours of Operation:** 8:00 a.m. to 3:15 p.m.

**Percentage of Certified Staff:** 94.3% **Total Instructional Staff:** 30 teachers

**Student/Teacher Ratio:** 19:1 **Student Waiting List:** 3,300 as of July 1, 2012

**Attendance Rate/Percentage:** 96.3%

**Second Site Address, Phone Number and Site Director:**  
N/A

## Summary Data Part II

**Enrollment:** 565.2 (ADM)    **Per Pupil Subsidy:** \$8,773 Reg. Ed.; \$19,422 Sp. Ed.

### Student Profile

<b>American Indian/Alaskan Native:</b>	0.2%
<b>Asian/Pacific Islander:</b>	1.8%
<b>Black (Non-Hispanic):</b>	6.6%
<b>Hispanic:</b>	7.4%
<b>White (Non-Hispanic):</b>	84.0%
<b>Multicultural:</b>	0%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
62.7%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 72

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	187	187	187	0	187
Instructional Hours	0	0	981.75	1,262.25	1,262.25	0	1,262.25

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Franklin Towne Charter Elementary School is a not-for-profit public school organized under the laws of the Commonwealth of Pennsylvania and chartered by the School district of Philadelphia’s School Reform Commission on February 18, 2009. Located in the Bridesburg section of Philadelphia, the purpose of Franklin Towne Charter Elementary School is to provide a public education to citizens of Pennsylvania — primarily Philadelphia residents (and with preference to students residing within specific local catchment areas) — in grades kindergarten through eighth grade for up to 900 total students. FTCE’s primary funding sources are the School District of Philadelphia, Commonwealth of Pennsylvania and the U.S. Federal Government, mainly the U.S. Department of Education. FTCE moved into our new, state-of-

the-art school facility at 4259 Richmond Street in August 2011, kicking off our third year of operation in our new home.

The cornerstone of our educational program is based on the absolute mastery of the core areas of reading, math, science, and social studies, supplemented by special intervention services where needed. Our academic approach focuses on the development of life-long learning skills. Building on the innate inquisitiveness of the child, students will be schooled in analytical thinking, problem-solving, and decision-making by applying creative solutions to real-world problems. Traditional instruction will be supplemented by authentic experience creating an enriched environment that recognizes each student's learning style.

Our program is built on the concepts of education, awareness, and responsibility. We believe that each child has the capacity, the right, and the duty to contribute to their world in their own unique way. Our aim is to prepare them to make educated, measured, and deliberate responses to the world in which they live. FTCES is pleased to announce that we have made Adequate Yearly Progress (AYP) based on our student's achievement in reading and math for the third consecutive year in 2011-12. Our charter was successfully renewed after a rigorous reauthorization process for an additional five year (through 2016-17).

## **Mission**

Franklin Towne Charter Elementary School's mission is to establish a happy and nurturing environment that both promotes and cultivates a positive learning experience for our children. By involving staff, students, and parents, we plan to create a challenging and supportive school where our students can learn and grow.

## **Vision**

Graduates of Franklin Towne Charter Elementary School will be proficient in reading and mathematics. This will result in an increase in FTCES' performance on national, state and local assessments, including the PSSA.

- Graduates of FTCES will be aware of the opportunities that are available to them once they leave our school.
- Graduates will be prepared academically to enter any high school institute.
- FTCES will cultivate among its students the social and emotional skills necessary to be productive beyond our walls.

- FTCES will implement interventions as needed to ensure that students have the tools and support needed to succeed in the FTCES curriculum and beyond.
- Students with special needs will be supported through an exceptional Special Education program, enabling these students to meet the goals of their Individualized Education Plans (IEPs).
- FTCES will celebrate multiculturalism, providing students with cultural experiences both inside and outside of the classroom.
- Student learning will be augmented with a comprehensive extracurricular program that includes clubs and teams that emphasize arts, athletics, community service, leadership, and academics.
- FTCES will employ a dedicated and highly qualified instructional staff.
- Instructional staff will receive relevant and high quality professional development rooted in best practices.
- FTCES will employ data-driven decision making, using a system of continuous monitoring of student progress.
- FTCES will fully integrate technology into all areas of the FTCES educational environment.
- Parents will be actively engaged in their children's education and will be active participants in a variety of academic and extracurricular programming at FTCES.
- FTCES will be a safe learning community, providing a clear and consistently implemented Code of Conduct for student behavior.

## Shared Values

Franklin Towne Charter Elementary School is guided in its daily operations by the following shared values:

- **Encouraging Academic Excellence:** FTCES is committed to providing a high quality, rigorous curriculum that exceeds state standards. Academic excellence is not relegated to an advanced track of students, but expected of students at all levels. It is FTCES' responsibility, therefore, to ensure that all students — regardless of level of academic achievement or special needs — are provided the academic supports and interventions to ensure their success in our rigorous curriculum and beyond. We believe that all our students should graduate proficient or advanced in mathematics, should participate in engaging and hands-on science education, should be well-versed in arts and humanities, and should have a wide-array of elective options to supplement academic study. We will continue to expand on our opportunities for advanced studies, including Advanced Placement and college-level studies and will create a culture in which academic achievements are celebrated in a manner traditionally reserved for athletic success. By encouraging academic excellence in all our students, we hope to lay the foundation for our students to be lovers of learning throughout their adult lives.
- **Educating for Life:** While FTCES promotes a high level of academic excellence for all students, the purpose of our educational program is not to groom students for academia. Our educational approach, therefore, is rooted in real-world experiences, providing considerable opportunity for hands-on and experiential learning. In the end, we believe that rote memorization of facts necessary to pass a test should not be the goal of our educational program. Rather, we aim to prepare our students for life by developing within them

the skills needed to lead for change, think critically, work in teams, create, adapt to technology, be self-managed learners, communicate effectively, and understand the needs of the communities in which they work and live.

- **Educating the Whole Child:** As an urban elementary school, FTCES realizes that it is not enough to provide students with academic instruction. Rather, we understand the importance of removing barriers to learning (e.g. poor health and nutrition, lack of adult role models in the home, exposure to drugs and violence, etc.) and of providing students with the social and emotional tools that are often lacking in the home. As such, from the time students enter as students to the time they graduate, FTCES is responsible for providing students with social supports and life skills training.
- **Together We Can:** Finally, FTCES believes that a school is only one player in the education of youth. As such, FTCES provides a team approach to education, bringing administrators, teachers, parents, community members, and student leaders together to move FTCES toward its ultimate goal of improved student achievement.

## Academic Standards

The Franklin Towne Charter Elementary School's curriculum has been designed to provide all our students with instruction needed to attain the academic standards as put forth in section 4.12 of 22 Pa. Code.

Specifically, FTCES provides students instruction needed to attain the secondary level standards in the following areas:

- **Reading, Writing, Speaking, and Listening:** Students will learn to read independently; read critically in all content areas; read, analyze, and interpret literature; produce different types of writing at a high quality level; demonstrate speaking and listening skills; understand the characteristics and function of the English language; and conduct research.
- **Mathematics:** Students will understand the following concepts: numbers, number systems, and number relationships; computation and estimation; measurement and estimation; mathematical reasoning and connections, mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus.
- **Science and Technology:** Students will study and understand the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics, and earth sciences. In technology, students will study the application of science to enable societal development, including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies.
- **History:** Students will study and understand 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.
- **Geography:** Students will study and understand relationships among people, places, and environments, of geographic tools and methods, characteristics of place, concept of region, and physical processes.

- **Civics and Government:** Students will study and understand United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government, including: the study of principles, operations and documents of government; the rights and responsibilities of citizenship; how governments work and international relations.
- **Health, Safety and Physical Education:** Students will study concepts and skills which affect personal, family, and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

Assessment of these standards is accomplished in various ways including, but not limited to, state and local standardized tests (i.e., PSSA, Terranova); benchmark assessments tied to curriculum (e.g., unit tests); student performances, presentations, and research products; and student portfolios. Students with disabilities at FTCS may attain these standards by completion of their Individualized Education Programs under the Individuals with Disabilities Act. FTCS provides assistance to those students having difficulty attaining these academic standards.

## Strengths and Challenges

### Strengths and Challenges

In reflecting on our first charter term and third year of operation in 2011-2012, FTCS' strategic planning committee has identified the following strengths of our school:

- **A Successful First Term & Start!** FTCS made Adequate Yearly Progress (AYP) in our first three years of operation. In 2011-2012, FTCS made Annual Yearly Progress (AYP) for the third time. In 2011-12, FTCS made Annual Yearly Progress (AYP) for the third consecutive year. In math, students in both the 3-5 grade span and 6-8 grade span exceeded the State math performance target of 78%. In reading, FTCS achieved AYP performance via the growth model in the 3-5 grade span and via safe harbor in the 6-8 grade span. While our gains in reading were nominal, our students showed significant growth (nearly 10%) in math proficiency. The chart below shows our students' success on the PSSA over the first three years of our operation.

	Math PSSA				Reading PSSA			
	Proficient Advanced		Basic & Bel. Basic		Proficient Advanced		Basic & Bel. Basic	
	3-5 Span	6-8 Span	3-5 Span	6-8 Span	3-5 Span	6-8 Span	3-5 Span	6-8 Span
2011-2012	87.2%	88%	12.8%	12%	68.3%	70.9%	31.7%	29.1%
2010-2011	78.6%		21.4%		67.3%		32.7%	
2009-2010	59.1%		40.9%		52.9%		47.1%	

Continuing to emphasize reading and math and providing students with comprehensive supports in this area remains a top priority for the school, but our first two years' successes make us optimistic for the future.

- **New Facility, New Students, New Grades** — What is most impressive about our success on the PSSA in 2011-12, is that we achieved AYP (even surpassing the newly increased math performance target) during such a year of change and growth. Students moved into our brand new building on Richmond Street in September 2011. The state-of-the-art campus includes over forty classrooms, two science labs, two computer labs, a cafeteria with a full service kitchen, a double-wide NCAA regulation gymnasium, on-site parking, and a courtyard. An official ribbon cutting was held on October 20, 2011 and was attended by school leaders, students, parents, board members, and local political figures. To fill our new home, we expanded our Primary Grades to add kindergarten, first grade, and second grade. We enrolled 175 students at these grade levels, and hired seven classroom teachers, three instructional aides, and one dedicated special education teacher to serve our new population. Our “upperclassmen” were thrilled to welcome the “little guys” to the Towne community. We also opened our 7<sup>th</sup> grade for 80 students in 2011-12. Students participated in a rigorous schedule of reading and language arts, math, social studies, and science, as well as weekly physical education and technology specials. A large emphasis was placed on high school preparation for our middle school students. The fact that we were able to achieve high academic results during this growth (and renewal) year, provides us with confidence that we will successfully manage our expansion to 900 students (340 new students) in 2012-13.
- **A Successful Renewal Process** — Beginning in August 2011, FTCES participated in a rigorous, 10-month charter renewal process with the School District of Philadelphia. The process consisted of an renewal site visit facilitated by an outside education consulting firm (SchoolWorks) and the School District of Philadelphia, submission of a comprehensive application, a financial an enrollment audit, and ongoing meetings and communication with the District’s Charter School Office. While, the renewal did reveal certain areas for improvement for the next five years, it also highlighted our many successes as, according to the School District of Philadelphia’s renewal recommendation, a school that is “currently considered to be one of Philadelphia’s high performing schools. Strengths noted during the renewal process (which resulted in the School Reform Commission granting us a five-year renewal and an enrollment expansion), included:

  - FTCES has a 2011 School Performance Index rating of “2” on a scale of 1-10 with one being the best and “exhibited year-on-year gains in student academic achievement.
  - In each year of the charter term, FTCES made AYP status.
  - Resource allocation (personnel, materials, time for collaboration, professional development) was deemed sufficient by SchoolWorks to serve the needs of students with special needs.
  - According to SchoolWorks, the school provides a safe environment conducive to student learning and experiences and has a school structure that maximizes student learning opportunities.
  - Leadership was found by SchoolWorks to empower faculty and staff with decision-making responsibilities and instructional leadership was highly visible and accessible to support teaching and learning. Stakeholders

also exhibited a shared commitment to the school's mission, vision, and core values.

- The school climate was also noted by SchoolWorks for celebrating student learning accomplishments, and efforts, and the school ensures clear, effective and ongoing communications with stakeholders.
  - The school had an acceptable financial review in which the school was determined to have strong accounting controls in place and sound financial health.
  - The school has consistently met the requirement for 75% certified teachers.
  - Parent satisfaction, student retention, and school safety were all considered to be acceptable.
- 
- **A New Educational Partner** — After doing some research on professional development in the area of writing, FTCES decided to develop a partnership with the University of Pennsylvania's Philadelphia Writing Project. The mission of the Philadelphia Writing Project is to enhance the teaching of writing as a critical tool for learning in all Philadelphia schools. Further, the mission is to support and provide high quality professional development based on current literacy research while encouraging inquiry and leadership in and across classrooms and schools. The Philadelphia Writing Project (PhilWP), located at the University of Pennsylvania Graduate School of Education, is a site of the National Writing Project. PhilWP is a teacher network of over 700 teacher consultants who work in a variety of ways with teachers and other educators to explore literacy, writing, teaching, and learning in their classrooms and schools regardless of grade or discipline. This partnership allowed FTCES to improve student achievement in writing with the support of a nationally recognized organization. The partnership also allowed us to identify areas of concern in writing instruction and turn to the PhilWP for support.
  
  - **Improved Use of Out of School Time** — In response to parent and student interest and to round out the educational experience for our students, FTCES launched an After School Program in September 2011. Serving students in grades K-6, five days a week until 5:45 p.m., the ASP included homework assistance and recreational activities. Through a partnership with Franklin Towne Charter High School the programming and number of students served will increase in 2012-13 thanks to a 21<sup>st</sup> Century Community Learning Center grant. Specific emphasis will be placed on instrumental music, as well as academic intervention and enrichment and physical fitness. In 2011-12, we also successfully introduced basketball clinics and soccer clinics for our students. In addition to afterschool programming, FTCES has expanded its summer programming. A Character Camp is mandatory for students who have received 50 demerits during the school year and/or have broken their attendance contract (18 absences or more). Teachers lead students in daily character education, organizational, and motivational clinics. Through the 21<sup>st</sup> CCLC grant, we are also holding several two-week camps devoted to special interests. Summer 2012 has included a creative writing camp, a sports camp, and an arts and crafts camp.

- **A Commitment to Mastery** — The cornerstone of our educational program is based on the absolute mastery of the core areas of reading, math, science, and social studies, supplemented by special intervention services where needed. As such, we establish high standards for all students, including setting a failing grade at anything below 70 percent.
- **Involving Parents as Educational Partners** — FTCES cultivates an environment in which parents are true collaborators in their children’s education. The year-end parent survey in 2011-12 highlighted extremely high parent satisfaction with FTCES. 96.3% of all respondents indicated that they were satisfied with the parent involvement opportunities provided by the school and 99.3% believe there is good communication between the home and school. From beginning with “Bring-Your-Parent-to-School-Day” before the start of the school year to providing parents with an outline of the work their children should be completing over the summer, parents are involved in every aspect of the educational process. Parents are encouraged — and in fact are held responsible — to assist their children to achieve at high levels and to contact a staff member at the first sign of academic problems. To ensure that parents have real-time access to their children’s academic progress results, coursework, and assignments, FTCES has implemented online grading, teacher websites, and electronic textbooks. FTCES also holds parent workshops (e.g. we held a parent technology training in the fall and 5 special education themed training throughout 2011-12), open houses, and Franklin Towne family events (e.g. skating party, penny party, Bingo, carnival, Spirit Week, etc.), and maintain an active Home and School Association to provide high interest and meaningful ways for parents to become and stay active in the school.
- **Celebrating Positive Behavior** — FTCES fully implemented a schoolwide positive behavior program in 2011-12. During the course of the school day students have the opportunity to earn merits for demonstrating appropriate and exemplary behavior inside and outside the classroom. These are given out as slips that are tri-carbonated with one slip going to the front office and one going home so that the children can share the good news with their parents. The front office staff keeps a running tally for each child. Once a child receives 10 merits, their name gets on the merit leader board in our front office. Then, once they get 50 merits, their picture goes up in the hallway. Once they get 60 merits, they get a merit leader wrist band (similar to the Live Strong bracelets). Then, they get a new colored merit leader bracelet at each additional 25 merit increment. In addition to that, we run monthly social events for the children (dances, movie nights, ice cream parties), and any child that has earned their merit leader bracelet during that month, gets to attend for free. Also, in addition to the merit program, FTCES also runs a Student of the Week program, which allows teachers to recognize students that have demonstrated note-worthy behavior (either academically or through improved effort or personal behavior). These Students-of-the-Week have a certificate with their picture hung up in the hallway as well as having their names placed on the school's website.

Finally, FTCES was proud to have one of our own recognized as a “Phillies Teacher All-Star” in May 2012. Nominated by one of 6<sup>th</sup> grade students, teacher Mr. Timothy Marren was selected

as one of 10 “All-Stars” out of 1,500 entries. Mr. Marren (and his nominating student) was honored at a pre-game ceremony during Teacher Appreciation Night. And our staff and students honored him with a red, white, and blue dress down day.

### ***Areas of Opportunity***

The renewal process, including the feedback from SchoolWorks and our strategic planning efforts in developing our plan for the next five-years, provided FTCEs with a valuable opportunity to assess our program and identify opportunities for improvement as follows:

- **Student Achievement** — Continue to focus on raising reading and math achievement to ensure that we can meet AYP and the state performance targets, which will be increasing again in 2013. While we were pleased to post 10% gains in math on the 2012 PSSA, we are not satisfied with 30% of our student population not reading at proficiency. We will continue successful initiatives from 2011-12, including our extended day (until 3:15 p.m.) to allow us to go deeper with our math and science program and build upon the critical skills that will prepare our students to achieve, technology integration, math and reading intervention programs, and our new 21<sup>st</sup> Century Community Learning Center after school programming. We will also explore new assessments and academic programs, with particular attention to reading.
- **Teacher Certification & HQT** — Despite having 94.3% of our staff appropriately certified in 2011-12, we fell shy of our the 100% HQT requirement with 92.8% of our teachers meeting the No Child Left Behind guidelines for core content teachers. And, with the expansion to 900 students, we will once again need to conduct extensive teacher and support staff recruitment. We will need to adhere strictly to certification and HQT requirements for incoming teachers and staff to ensure we meet state and federal requirements for certification and HQT percentages, specifically with regard to special education and our middle school program.
- **Effective Governance & Board Oversight** — While we believe that our Board of Trustees has been a driving force behind FTCEs’ highly effective first charter term, board oversight was identified as our only “major deficiency” during the renewal. The District, in conjunction with SchoolWorks found deficiencies in our Board policies and procedures, academic performance monitoring, governance and communications systems, and oversight of school leadership. In response, FTCEs began working with Mr. Gregory R. Doyle, an MBA candidate at the Wharton School of the University of Pennsylvania concentrating in nonprofit management. Since winter 2012, he has worked with the Boards of FTCEs and FTCHS to improve school governance. After observing Board meetings and reviewing Board minute archives, Mr. Doyle counseled the Board on best practices in governance, including strategies for running effective meetings and developing an improved template for Board minutes. He also worked with the Board to develop draft rubrics for CEO and

principal evaluations, which the Board will employ in 2012-13. Furthermore, pursuant to a condition of our charter renewal, FTCES will require that all its Board members attend a mandatory Board training in 2012-13 facilitated by an established provider, which will include without limitation, topics such as conflicts of interest, code of ethics, and the Sunshine Law. FTCES is developing a schedule of trainings for submission to the School District of Philadelphia by August 15, 2012.

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

### **Strategic Planning Process**

Franklin Towne Charter Elementary School has developed a group of administrators, board members, teachers, parents, and business community members who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. This plan includes the required components set forth in section 4.13 of Pa. Code 22. FTCES conducts a continuous strategic planning process, whereby assessment of our program are made and revisions adopted as necessary in the format of our Charter School Annual Report and in other strategic documents as required (e.g., Title I School Wide Plan, eSP plans).

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Binczewski, Jennifer	Nurse	Ed Specialist - School Nurse	CEO
Burns, Gina	FTCES	Parent	Board of Directors
Capper, Mary	FTCHS	Business Representative	Board of Directors
Enggesser, Kathy	FTCES Administrator & President Bridesburg Civic Association	Community Representative	Board of Directors
Field, Patrick	FTCES	Administrator	Board of Directors
Gillich, Janet	Home and School	Parent	Board of Directors
Ippolito, Karen	FTCES	Parent	Board of Directors
Loranger, Timothy	FTCES	Community Representative	Board of Directors
Marelia, Cynthia	Board President, FTCES & FTCHS	Board Member	Board of Trustees
Munizza, James	FTCES Administrator	Administrator	CEO
Naseef, Gina	FTCES	Elementary School Teacher	Board of Directors
Reiser, Melanie	OmniVest Properties Management	Business Representative	Board of

B.			Directors
Rusak, Juliet	FTCES	Special Education Representative	Teachers
Sharmon James	Franklin Towne	Ed Specialist - School Psychologist	Administration
Venditti, Joseph	CEO, FTCHS & FTCES	Board Member	Board of Directors
Whittle, Alinia	FTCES	Elementary School Teacher	Teachers

## Goals, Strategies and Activities

### **Goal: Goal 1: Reading - PSSA**

**Description:** We will meet the following academic goals reading in 2012-13 — We will make AYP by achieving 92% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated growth model score.

#### **Strategy: Establish a climate that celebrates success**

**Description:** FTCES will celebrate success in a variety of formats.

#### **Activity: Advertise Student PSSA Success**

**Description:** FTCES will hang posters of the year prior students who scored Advanced or Proficient on the PSSA, will publish the name of students who achieved Advanced or Proficient in the school newspaper, and add academic achievements to the FTCES Hall of Fame.

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

Enggesser, Kathy	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

Date	Comment
4/21/2010	Accomplished

#### **Activity: Beginning of Year Assembly & Ongoing Assemblies**

**Description:** Hold assembly in September to honor last year's students, explain the importance

of the test, review graduation requirements, and review Advanced and Proficient incentives. Hold monthly assemblies to get students excited about the PSSA and stress their importance.

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date      Comment**

4/21/2010 Held

***Activity: Dress Down Days***

**Description:** FTCES students who score Advanced or Proficient on the PSSA will be permitted to choose one day each week that they would like to wear their PSSA Star Shirt in place of their uniform. Additionally, students who score advanced or proficient on 4-Sight Tests 1-4 (in 2012-13) will be able to dress down for a day following the tests. Students who make significant improvement (10 or more points) from their previous test will be able to participate as well.

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date      Comment**

4/21/2010 done

***Strategy: Monitoring Student Progress***

**Description:** FTCES will frequently assess students on reading and math benchmarks throughout the year to ensure progress, identify students in need of intervention/support, and provide targeted instruction to meet student needs.

***Activity: 4Sight***

**Description:** Students in grades 3-8 take the 4Sight Benchmark Assessments in reading and math 3 times before the PSSA. The Pennsylvania 4Sight Benchmark Assessments are valid, reliable and aligned to the PSSA and provide an estimate of student performance on the PSSA, as well as PA Academic Standards and Assessment Anchor level data to guide classroom instruction and professional development efforts.

**Person Responsible Timeline for Implementation Resources**



**Description:** As a new student is accepted into FTCES they will be required to participate in a series of curriculum-based assessment to help us determine the level of academic support/enrichment the child will need at the beginning of their year.

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 5/28/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Standards Aligned, High Quality Curriculum**

**Description:** FTCES has selected reading and math curricula and materials aligned to PA Standards and Assessment Anchors. Emphasis in selection was on materials that were multicultural and culturally sensitive, inquiry-based, hands-on, and adaptable to different learning styles and abilities.

**Activity: Accelerated Reader**

**Description:** FTCES used Accelerated Reader (AR) in 2010-11 to augment our reading curriculum. Accelerated Reader is daily progress monitoring software assessment used for monitoring the practice of reading. Accelerated Reader is a computer based, reading management and motivational system designed to complement existing classroom literacy programs for grades K-12. AR's goal is to motivate students to read using an individualized goal/point system.

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Harcourt StoryTown**

**Description:** FTCES uses Harcourt's new StoryTown curriculum materials in delivering its standards-based curriculum. StoryTown is a research-based, high interest reading program that encourages differentiated instruction and extensive use of data to guide instruction. Technology based resources are included.

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Student Achievement Aided by Technology Tools**

**Description:** Franklin Towne Elementary will ensure that students are given the opportunity to expand the learning experience beyond the conventional classroom. FTCES will provide technological teaching tools to engage students and assist teachers in expanding curriculum content and presentation.

#### **Activity: Implement A/V solutions**

**Description:** FTCES will implement an On-Demand video library to enhance learning.

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

None Selected	Start: 7/1/2011 Finish: Ongoing	\$155,000.00
---------------	------------------------------------	--------------

**Status:** In Progress — Upcoming

#### **Activity: Implement United Streaming Service (in-house)**

**Description:** FTCES uses a database of educational powerful streamed video library

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

None Selected	Start: 7/1/2010 Finish: Ongoing	\$30,000.00
---------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

#### **Activity: Purchase and Implement Smartboards and projectors**

**Description:** In 2011-2012, when FTCES begins to use our new facility, we will equip a few classrooms with smartboards and projectors, which will be used to enhance student engagement. The ultimate goal is to have every classroom equipped with a smartboard and projector.

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

None Selected	Start: 7/1/2011 Finish: Ongoing	\$270,000.00
---------------	------------------------------------	--------------

**Status:** In Progress — Upcoming

### **Activity: Purchase and Implement Use of ELMO Projectors**

**Description:** Every classroom is equipped with ELMO Projectors, which will enhance student engagement.

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

None Selected	Start: 9/1/2009 Finish: Ongoing	\$35,000.00
---------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

### **Strategy: Test Preparation**

**Description:** FTCES will prepare students for the PSSA by exposing them to items that they will find on the PSSA in the format that they will appear on the PSSA. This way the students will be accustomed to the PSSA when they sit for the test.

### **Activity: PSSA Power Words**

**Description:** Description: PDE has published a set of English and Math glossary words that each grade school student will be exposed to on the state implemented assessment. PSSA Power Words are designed from the PSSA English and Math Anchor Assessments. The Power Words are to be read aloud during morning announcements. Each morning an English and Math word is read via the public announcement system and teachers use the words as a vocabulary review day-starter. Each classroom teacher is to write the daily word in the upper right-hand corner of each classroom's whiteboard. This is an exposure strategy of test preparation. By using this as a school-wide strategy students are exposed to these critical terms and definitions yearly prior to taking the PSSA.

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

Engesser, Kathy	Start: 9/1/2009 Finish: Ongoing	-
-----------------	------------------------------------	---

**Status:** In Progress — Upcoming

#### **Date      Comment**

4/21/2010 in place

### **Activity: PSSA Practice Worksheet**

**Description:** On a weekly basis, teachers use at least one PSSA Practice worksheet Activity from Storytown or HSP Math.

**Person Responsible Timeline for Implementation Resources**

Enggesser, Kathy	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Goal 2: Math - PSSA**

**Description:** We will meet the following academic goals for Math in 2012-13 — 90% of students scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated growth model score.

### **Strategy: Establish a climate that celebrates success**

**Description:** FTCES will celebrate success in a variety of formats.

### **Activity: Advertise Student PSSA Success**

**Description:** FTCES will hang posters of the year prior students who scored Advanced or Proficient on the PSSA, will publish the name of students who achieved Advanced or Proficient in the school newspaper, and add academic achievements to the FTCES Hall of Fame.

**Person Responsible Timeline for Implementation Resources**

Enggesser, Kathy	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
4/21/2010	Accomplished

### **Activity: Beginning of Year Assembly & Ongoing Assemblies**

**Description:** Hold assembly in September to honor last year's students, explain the importance of the test, review graduation requirements, and review Advanced and Proficient incentives. Hold monthly assemblies to get students excited about the PSSA and stress their importance.

### Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### Date      Comment

4/21/2010 Held

### **Activity: Dress Down Days**

**Description:** FTCES students who score Advanced or Proficient on the PSSA will be permitted to choose one day each week that they would like to wear their PSSA Star Shirt in place of their uniform. Additionally, students who score advanced or proficient on 4-Sight Tests 1-4 (in 2012-13) will be able to dress down for a day following the tests. Students who make significant improvement (10 or more points) from their previous test will be able to participate as well.

### Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### Date      Comment

4/21/2010 done

### **Strategy: Monitoring Student Progress**

**Description:** FTCES will frequently assess students on reading and math benchmarks throughout the year to ensure progress, identify students in need of intervention/support, and provide targeted instruction to meet student needs.

### **Activity: 4Sight**

**Description:** Students in grades 3-8 take the 4Sight Benchmark Assessments in reading and math 3 times before the PSSA. The Pennsylvania 4Sight Benchmark Assessments are valid, reliable and aligned to the PSSA and provide an estimate of student performance on the PSSA, as well as PA Academic Standards and Assessment Anchor level data to guide classroom instruction and professional development efforts.

### Person Responsible Timeline for Implementation Resources

Field, Patrick	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: HSP Math**

**Description:** HSP was designed to focus on the content and the intent of the NCTM and Pennsylvania State Standards. HSP offers an Inventory Test to evaluate the readiness of the student for his or her current grade. There are also Beginning of year, End of Year, Chapter, and Unit assessments to evaluate the students' understanding of math concepts aligned with teaching objectives. This component includes prescriptions for review and reteaching. We administered the Inventory Test in the fall to assess our student's math skills. We also administered the End of Year Test in the spring to assess the progress of our student's math skills.

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: New Student Placement Test**

**Description:** As a new student is accepted into FTCES they will be required to participate in a series of curriculum-based assessment to help us determine the level of academic support/enrichment the child will need at the beginning of their year.

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 5/28/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Standards Aligned, High Quality Curriculum**

**Description:** FTCES has selected reading and math curricula and materials aligned to PA Standards and Assessment Anchors. Emphasis in selection was on materials that were multicultural and culturally sensitive, inquiry-based, hands-on, and adaptable to different learning styles and abilities.

**Activity: First in Math**

**Description:** FTCES first implemented First in Math (FIM) in 2010-12 and continues to have success with this program. FIM is a computer-based “competition” based math program to augment the Harcourt math program, in a self-paced, differentiated, and fun program that is aligned to PA standards. Assessment modules are built into the program for progress monitoring. FIM reinforces students’ basic numeracy skills and helps motivate students through the use of stickers earned. FTCES furthers this reward system by giving every child that earns 25 stickers in FIM a FIM Lottery ticket. On a weekly basis, the school raffles off 10 Towne hoodies and larger grand prizes are given monthly (i.e. iPod, Bicycle, etc.). Students are encouraged to fill a large trash can sized barrel with raffle tickets by April in order to earn a school spirit day.

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: Harcourt Math**

**Description:** Harcourt Math is a research-based, complete and comprehensive math program for pre-K through grade 6. It was written to provide thorough coverage of state and national standards and to provide teachers the flexibility to customize the program for state and local courses of study. Harcourt Math was designed to help build conceptual understanding, skill proficiency, problem solving facility, and logical reasoning while carefully developing concepts within and across the mathematics stands. It is a spiraling, competency based program that builds student’s math skills to a true mastery level. Harcourt Math is highly recommended by the National Council of Teachers of Mathematics (NCTM) as well as US Department of Education’s Institute of Educational Sciences.

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Student Achievement Aided by Technology Tools**

**Description:** Franklin Towne Elementary will ensure that students are given the opportunity to expand the learning experience beyond the conventional classroom. FTCES will provide technological teaching tools to engage students and assist teachers in expanding curriculum content and presentation.

**Activity: Implement A/V solutions**

**Description:** FTCES will implement an On-Demand video library to enhance learning.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 7/1/2011 Finish: Ongoing	\$155,000.00
---------------	------------------------------------	--------------

**Status:** In Progress — Upcoming

**Activity: Implement United Streaming Service (in-house)**

**Description:** FTCES uses a database of educational powerful streamed video library

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 7/1/2010 Finish: Ongoing	\$30,000.00
---------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

**Activity: PSSA Practice Worksheet**

**Description:** On a weekly basis, teachers use at least one PSSA Practice worksheet Activity from Storytown or HSP Math.

**Person Responsible Timeline for Implementation Resources**

Enggesser, Kathy	Start: 9/1/2009 Finish: Ongoing	-
------------------	------------------------------------	---

**Status:** In Progress — Upcoming

**Activity: Purchase and Implement Smartboards and projectors**

**Description:** In 2011-2012, when FTCES begins to use our new facility, we will equip a few classrooms with smartboards and projectors, which will be used to enhance student engagement. The ultimate goal is to have every classroom equipped with a smartboard and projector.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 7/1/2011 Finish: Ongoing	\$270,000.00
---------------	------------------------------------	--------------

**Status:** In Progress — Upcoming

### **Activity: Purchase and Implement Use of ELMO Projectors**

**Description:** Every classroom is equipped with ELMO Projectors, which will enhance student engagement.

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

None Selected	Start: 9/1/2009 Finish: Ongoing	\$35,000.00
---------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

### **Activity: Think Central**

**Description:** Think Central is FTCES' Integrated Learning System (ILS). It is a web-based learning system that specifically integrates both the Story Town and Harcourt Math programs. Think Central offers online enrichment and remedial activities for all levels of learners. Teachers have the capacity to assign specific activities that assess and reinforce specific skills. Students have the ability to take on-line test and get immediate feedback.

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

None Selected	Start: 7/1/2011 Finish: Ongoing	-
---------------	------------------------------------	---

**Status:** In Progress — Upcoming

### **Strategy: Test Preparation**

**Description:** FTCES will prepare students for the PSSA by exposing them to items that they will find on the PSSA in the format that they will appear on the PSSA. This way the students will be accustomed to the PSSA when they sit for the test.

### **Activity: PSSA Power Words**

**Description:** Description: PDE has published a set of English and Math glossary words that each grade school student will be exposed to on the state implemented assessment. PSSA Power Words are designed from the PSSA English and Math Anchor Assessments. The Power Words are to be read aloud during morning announcements. Each morning an English and Math word is read via the public announcement system and teachers use the words as a vocabulary review day-starter. Each classroom teacher is to write the daily word in the upper right-hand corner of each classroom's whiteboard. This is an exposure strategy of test preparation. By using this as a

school-wide strategy students are exposed to these critical terms and definitions yearly prior to taking the PSSA.

**Person Responsible Timeline for Implementation Resources**

Enggesser, Kathy	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date      Comment**

4/21/2010 in place

## **Goal: Goal 3: Student Engagement & Commitment**

**Description:** There will be a high rate of student engagement and commitment to FTCES reflected in an attendance rate of at least 95% and a very low suspension rate.

### **Strategy: Inform students**

**Description:** FTCES will make every effort to communicate effectively with its students regarding their expected behaviors and efforts.

### **Activity: Dial Home System**

**Description:** FTCES utilizes a dial home system which notifies parents of student absences and important announcements pertaining to, but not limited to, school events, school closings, etc.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 7/1/2011	\$8,400.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Provide High Interest Leadership Opportunities for Students**

**Description:** FTCES will make an effort to give students a voice in issues and decisions that impact them.

### **Activity: Student Council**

**Description:** FTCES provides opportunity for students to meet with members of the teaching and administrative staff to discuss building-wide issues.

**Person Responsible Timeline for Implementation Resources**

Enggesser, Kathy	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date Comment**

4/21/2010 In place

***Strategy: Schoolwide Positive Behavior System***

**Description:** FTCES will systematically reward students for positive behaviors in order to promote desired behaviors.

***Activity: "Merit" System***

**Description:** FTCES implements a schoolwide positive behavior program. During the course of the school day students have the opportunity to earn merits for demonstrating appropriate and exemplary behavior inside and outside the classroom. Accumulated merits result in awards and incentives.

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

***Activity: Students of the Week***

**Description:** FTCES teachers recognize students that have demonstrated note-worthy behavior (either academically or through improved effort or personal behavior). These Students-of-the-Week have a certificate with their picture hung up in the hallway as well as having their names placed on the school's website.

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Strategy: Student Engagement Programming**

**Description:** FTCES will develop programming that supports/cultivates habits students require for success in school and beyond.

### **Activity: 8th Grade Transition Program**

**Description:** Beginning in 2012-13, FTCES will implement an 8th grade transition program to prepare our students for high school success. Activities will include an 8th grade assembly facilitated by FTCHS counselors and administrators to review the FTCHS application and program, an information night for 8th grade parents, high school visitations, workshops on completing the School District of Philadelphia high school application, and course selection and orientation for students planning to attend FTCHS.

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

Field, Patrick	Start: 9/10/2012	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Character Camp**

**Description:** A summer Character Camp is mandatory for students who have received 50 demerits during the school year and/or have broken their attendance contract (18 absences or more). Teachers lead students in daily character education, organizational, and motivational clinics.

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

Field, Patrick	Start: 6/25/2012	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Goal 4: Parent Involvement**

**Description:** Increase the number of parents who are active participants in their children's education annually.

**Strategy:** Implement and maintain systems to enhance community involvement and awareness.

**Description:** Franklin Towne Charter Elementary will ensure parents, students, staff, and other stakeholders are informed of status via technical forms of communication.

**Activity: Dial Home System**

**Description:** FTCES utilizes a dial home system which notifies parents of student absences and important announcements pertaining to, but not limited to, school events, school closings, etc.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 7/1/2011 Finish: Ongoing	\$8,400.00
---------------	------------------------------------	------------

**Status:** In Progress — Upcoming

**Activity: Esembler**

**Description:** Esembler is a web-based system that allows FTCES parents, students, teachers, and staff to access student grades, attendance, and assignments in real-time

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 9/1/2009 Finish: Ongoing	\$15,000.00
----------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

**Activity: Learning Management System, Community Portal, Gradebook, and Student Information System**

**Description:** FTCES administration communicates on a weekly basis with parents and caregivers via weekly/daily website updates. The FTCES teaching staff maintain their class webpages on a weekly basis (via the school's community web portal). FTCES students and parents also possess the ability to check grades, assignments, and attendance on-line. Students can also upload homework on-line.

**Person Responsible Timeline for Implementation Resources**

Field, Patrick	Start: 9/1/2009 Finish: Ongoing	\$46,500.00
----------------	------------------------------------	-------------

**Status:** In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
-------------	----------------

4/21/2010 in place

## **Strategy: Parent Programming**

**Description:** FTCES hosts parent activities throughout the year that provide parents with valuable information about their children's education and tips for improving student achievement.

### **Activity: Bring-Your-Parents-to-School-Days**

**Description:** Before the start of school, FTCES holds a series of Bring-Your-Parent-to-School days at each grade level. During these events parents (along with their children) learn critical information about the FTCES program and curriculum, day to day logistics, resources available to support them and their children, highlights from the previous year, goals for the upcoming year, Title I information, and the role they play in keeping their children in school and ready to learn.

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

Field, Patrick	Start: 9/17/2009	-
	Finish: 9/19/2019	

**Status:** In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
-------------	----------------

4/21/2010 Accomplished.

## **Activity: Parent Technology Training**

**Description:** Every year, FTCES holds a technology training where parents could learn more about Esembler (online grade book), E-Chalk (online teacher websites), ThinkCentral (online textbooks), First in Math, and Accelerated Reader. Parents could choose between a morning or evening class.

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

Field, Patrick	Start: 9/17/2009	-
	Finish: 1/18/2018	

**Status:** In Progress — Upcoming

## **Statement of Quality Assurance**

Charter school has met AYP.

There are currently no supporting documents selected for this section.

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

### **Rigorous Instructional Program**

Franklin Towne Elementary Charter School uses a locally developed curriculum mapped to state standards and use hand-selected research-based curriculum materials to serve as curriculum resources. These resources include StoryTown, Harcourt Math, FOSS, and TCI History Alive. Our gradual growth model has allowed us to tailor our curriculum to every grade level and build and modify it as we grow to ensure it is aligned with the school's mission and reinforces our vision within each context of each subject. The outcomes and expectations outlined in the curriculum, along with the specific developmental prompts for instruction facilitate an enriched classroom environment that produces consistent instruction and academic success. The specificity of our curriculum is an essential part of our educational program, and, when administered in small-size classroom settings with low teacher to pupil ratio, it produces an effective and enriching academic experience. The curriculum is particularly sensitive to diversity issues, anti-bullying, respect for the individual, and the value of individual contributions which are an integral part of the founding mission.

#### **Reading**

To support the reading curriculum, FTCEs uses Harcourt's StoryTown program, a Pennsylvania standards - aligned, comprehensive Reading and Language Arts program filled with a variety of literature. Nonfiction that supports reading includes news articles, biographies, research, and more. Fiction stories include wonderful narratives, poems, plays, and fantasy. Story Town also offers materials tailored to each students' reading level, provides teachers with materials that deliver differentiated instruction, and helps teachers plan effectively, and manage their entire classroom.

Additionally, FTCEs uses Accelerated Reader (AR) to augment our reading curriculum. AR is a daily progress monitoring software assessment used for monitoring the practice of reading. AR is a computer based, reading management, and motivational system designed to complement existing classroom literacy programs for grades K-12. AR's goal is to motivate students to read using an individualized goal/point system.

#### **Math**

FTCES uses Harcourt Math in grades three through five and the Harcourt Supplemental Program (HSP) in the upper grades. Harcourt is a research-based, complete and comprehensive math program for preK through grade 6. It was written to provide thorough coverage of state and national standards and to provide teachers the flexibility to customize the program for state and local courses of study. Harcourt Math was designed to help build conceptual understanding, skill proficiency, problem solving facility, and logical reasoning while carefully developing concepts within and across the mathematics stands. It is a spiraling, competency based program that builds student's math skills to a true mastery level. Harcourt Math is highly recommended by the National Council of Teachers of Mathematics (NCTM) as well as US Department of Education's Institute of Educational Sciences.

FTCES implemented First in Math (FIM) in 2010-11 and again in 2011-12. FIM is a computer-based "competition" based math program to augment the Harcourt math program, in a self-paced, differentiated, and fun program that is aligned to PA standards. Assessment modules are

built into the program for progress monitoring. FIM reinforces students' basic numeracy skills and helps motivate students through the use of stickers earned. .

**Think Central:** Think Central is FTCES' Integrated Learning System (ILS). It is a web-based learning system that specifically integrates both the Story Town and Harcourt Math programs. Think Central offers online enrichment and remedial activities for all levels of learners. Teachers have the capacity to assign specific activities that assess and reinforce specific skills. Students have the ability to take on-line test and get immediate feedback.

### **Science**

FTCES implements the Full Option Science System (FOSS), a research-based science curriculum for grades K- 8 designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. FOSS has been explicitly aligned with the PA standards and has been selected the Pennsylvania Department of Education as a recommended program through its "Science: It's Elementary Initiative."

### **Social Studies**

FTCES has adopted the use of the TCI's History Alive Program to supplement our PA-Standards Aligned Curriculum. TCI's programs have been extremely effective in raising student achievement and test scores, while inspiring students and educators alike with a passion for learning. Lessons and activities are based on five well-established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum. Dynamic lessons build mastery of state and national social studies standards. TCI integrates hands-on active learning, achieving a consistent pattern of high quality social studies instruction while being mindful of standards.

Carefully structured reading materials enable students at all levels to understand what they read. Comprehensive graphic organizers used to record key ideas, further help students obtain meaning from what they read. Graphic organizers help students to see the underlying logic and interconnections among concepts by improving their comprehension and retention in the subject area. Carefully designed tests encourage students to use their various intelligences to demonstrate their understanding of key concepts while preparing them for standardized tests.

### **How does the charter school promote in-depth and inquiry-based teaching and learning?**

The Pennsylvania Academic Standards provide the backdrop for inquiry-based teaching. By focusing on the Standards and their concepts and skills, we promote critical thinking and a pragmatic application of learning. This is most evident in the Mastery Skills curriculum maps that FTCES developed for all subjects and all grades. When developing these maps, grade-level teachers had to develop activities that promoted both lower-order thinking (i.e. when students are asked to receive or recite factual information or to employ rules and algorithms through repetitive routines) and higher-order thinking (i.e. requiring students to manipulate information and ideas in ways that transform their meaning and implications.

In our curriculum mapping efforts what we are attempting to do is isolate a specific skill (for example: reducing fractions to the lowest common denominator) and then, looking at our academic mapping find out when this skill is:

- **Introduced:** when are children first exposed to this?

- **Mastered**: when have children been able to demonstrate (with a level of consistency) a comprehensive understanding of the skill involved?
- **Reinforced**: when (in the timeline following the identification of the Mastery Skill) is this concept reinforced and true comprehension and application assessed?

We believe that once we have looked at each subject, at each grade level, and have been able to look for cross-cutting competencies and cross-curricular reinforcement opportunities we will be able to offer a comprehensive and meaningful educational experience that can be individualized and differentiated for each of our FTCEs students.

In addition to our curriculum mapping development, we have also given careful thought in selecting curriculum that promote higher order thinking skills by the application of inquiry based teaching. For example, in choosing a science curriculum the FTCEs Professional Development Committee selected the FOSS program, as mentioned above, because it makes science an active enterprise allowing our students to observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate established order. FOSS posits the best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world. Similarly, FTCEs also utilizes a research-based History and Social Studies curriculum (TCI History Alive!) that promotes higher-level thinking skills program.

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

Student academic achievement is the absolute mission of any educational program. We have developed a student progress monitoring system that reviews student performance on an on-going basis. Performance reviews are correlated with state standards. Teachers are expected to offer frequent assessments, incorporated into daily lesson planning which are periodically reviewed by teacher evaluators, and to offer remediation and/or interventions as appropriate. Anytime a student falls below a passing score in any subject, the teacher is to inform the student and the parents promptly.

All students are required to participate in a baseline test in the areas of Reading and Mathematics. FTCEs uses DIBELS for Reading in grades K-2, Gates-MacGinitie Reading Tests in grades 3-7, and Harcourt School Publishers (HSP) Benchmark testing for Math, as well as 4Sight as a PSSA indicator. The results of these tests are used to determine appropriate academic support and to develop an intervention/remediation plan for any student exhibiting a severe deficit in reading or math. Data from these assessments detailed each student's strengths and weaknesses, allowing teachers to differentiate instruction. For example a student exhibiting difficulty with foundational reading skills upon entry will immediately be placed in our Wilson Reading program. Wilson is a targeted intervention designed to build fluency and mastery by focusing on the five building blocks identified by the National Reading Panel as key to reading success: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

In addition to this baseline and benchmark testing and support program, FTCEs also has implemented a series of electronic academic support and enrichment programs through the use of our ThinkCentral add-on program (to both our RELA and math program through Harcourt). ThinkCentral is FTCEs' Integrated Learning System (ILS). It is a web-based learning system that specifically integrates both the Story Town and Harcourt Math programs. Think Central offers online enrichment and remedial activities for all levels of learners. Teachers have the capacity to assign specific activities that assess and reinforce specific skills. Students have the ability to take on-line tests and get immediate feedback.

As part of Franklin Towne's efforts to take each individual curricular component and use it to its maximum capacity we have also employed the use of a diagnostic software program (Wireless Generation M-Class). Teachers use mCLASS:DIBELS or mCLASS:IDEL benchmarks to quickly identify at-risk students and to set individualized goals. The ACT feature on the handheld immediately provides recommended reading activities for each student. Progress Monitoring is administered as often as necessary between benchmark assessments to gauge student performance and adjust instruction accordingly. After syncing the handheld device, teachers can view Web-based analysis of their students' data. On the Web, teachers receive tools for planning differentiated instruction, while administrators can track progress, review program effectiveness, and determine which resources and strategies will improve student performance. Teachers and reading coaches can also guide student learning with the mCLASS:Now What? Tools, which help them create optimal student reading groups, differentiate instruction, and communicate effectively with parents as well as provide tailored instructional activities to do at home.

### **What types of teaching strategies are used to actively engage students in the learning process?**

Teaching strategies at FTCEs focus on highly regarded, well-established, evidence-based pedagogical concepts: targeting multiple intelligences, cooperative interaction, scaffolded instruction, and a spiral curriculum. Through the use of these strategies in a small classroom setting we provide a unique learning experience for our students.

Our academic approach focuses on the development of life-long learning skills. Building on the innate inquisitiveness of the child, students will be schooled in analytical thinking, problem-solving, and decision-making by applying creative solutions to real-world problems. Traditional instruction is supplemented by authentic experience creating an enriched environment that recognizes each student's learning style.

FTCEs teachers are required to provide, via lesson plans, information about the frequency and effectiveness of their various strategies. From KWL to fishbowl, predictions to journal evaluation, students are exposed to several strategies. Key to this idea is the reflection process. Lead teachers, administrators, teachers, and counselors are involved to a greater extent in the evaluation of strategies as part of the ongoing curriculum development and revision process.

Additionally, FTCEs prides itself on using high interest events to get students excited about learning. For example, during the Winter Olympics in 2009-10, FTCEs designed an educationally-themed Franklin Towne Olympics, which included a spelling bee, tongue twister tournament, 24 competition (24 is a mathematical game that uses addition, subtraction,

multiplication and division and helps student build their mental math capacity), and a Math Meet. In 2011-12 our middle middle school students participated in the Middle School Competition of the National History Bee. We held the intramural bee in December and identified two students that represented the school in the online regional qualifying exam. These students then moved on to the third stage of the competition: the Regional Bee in Harrisburg, Pennsylvania. Even though our two students did not qualify for the national championship, they had a good showing and enjoyed the experience and the entire middle school became excited about the social studies program.

### **Professional Development**

Once new teachers join FTCES, significant efforts are made to further their continued professional development and ensure retention. FTCES has initiated a Teacher Induction Program for all new teachers. During the course of each year new teachers (those newly hired, or those with less than 3 years teaching experience) are paired with a senior member of the FTCES staff. These teachers are scheduled to have at least two weekly common-prep times as well as common daily lunch periods. In addition to that, weekly time is set aside during our Friday early dismissal that allows mentoring teachers to meet and discuss issues.

During the course of the school year, FTCES designates two to three Professional Development topics that we visit all year long. For example, in 2011-12 we focused on writing instruction via (using the Philadelphia Writing Project via the University of Pennsylvania Literacy Network), special education, and curriculum development. These topics were chosen as part of our end-of-the-year needs assessment. During this time, members of the administrative team met with teachers to discuss topics of concern and actions plans for the following school year. It is our belief that by limiting our topics of focus we can go a “mile deep, rather than a mile wide,” thus allowing for a deeper and more profound level of understanding.

### **Rigorous Instructional Program - Attachments**

- INDUCTION APPROVAL
- PD APPROVAL

### **English Language Learners**

In 2011-12, FTCES did not serve any English Language Learner students. However we recognize how vital it is that we have a comprehensive ELL Plan in place which can quickly implemented upon enrollment of an ELL student. FTCES provides for the education of students whose dominant language is not English in accordance with 22 Pa. Code § 4.26 and Pennsylvania Department of Education Basic Education Circular, July 1, 2001: Educating Students with Limited English Proficiency (LEP) and English Language Learners. A copy of our ELL Plan is attached to this report.

This plan includes all elements of the BEC including statement of program goal, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, and a listing of resources including agencies and interpreters.

The purpose of the program is to increase the English language proficiency of eligible students so they can attain the state academic standards within the English as a Second Language program setting as well as within the regular classroom environment, to provide equal opportunities for these students to participate in extracurricular activities, and to provide the cultural, social and emotional supports for English language learners to adapt to this new cultural setting.

FTCES is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered. These models are designed to teach English language learners social and academic language skills as well as the cultural aspects of the English language necessary to succeed in an academic environment and contribute to society. It involves teaching listening, speaking, reading and writing at appropriate developmental and proficiency levels with little or no use of the native language.

FTCES requires all incoming students to complete the attached Home Language survey which are then reviewed by administrative staff and kept in both student files as well as a separate resources binder in our administrative offices. FTCES uses an outside testing agency (Therapy Source) to conduct the W-APT test for all necessary children, since they are certified to do so.

## **English Language Learners - Attachments**

- FTCES ESL Policy
- FTCES LEP School District Data Entry Report & ACS 2011-12
- FTCES PIMS October 1 Enrollment LEA Profile with LEP and Immigrant Enrollment ACS

## **Graduation Requirements**

In 2011-12, Franklin Towne Charter Elementary School served students in grades K-7. As such, this section is not applicable.

## **Special Education**

FTCES provides a first class special education program for students with special needs. In 2011-2012, FTCES served 72 special education students, representing 12% of our student population. Based on the current population enrolled, FTCES employs two main models for educating students with special needs: inclusion and learning support. Students are placed in the Least Restrictive Environment based on their Individualized Education Program (IEP). Newly enrolled students who report to Franklin Towne that currently receive special education services are evaluated to ensure appropriate placement in academic classes and that all necessary supports are provided to the student.

Inclusion: Inclusion classes are general education classes in which our students receive accommodations and modifications designed specifically for them. A special education teacher works closely with the general education teacher to help provide the necessary supports for students. The learning support teacher provides push-in support to the students within the

general education classroom setting. When possible, this model involves bringing the support services to the student (rather than moving the student to the services).

Learning Support: These classes are dedicated special education classes that are “adapted” classes based on the general education model. These are smaller classes (8-10 students maximum) that are taught at a reduced pace by a special education teacher using high-interest, lower level texts. The amount of time spent in the learning support classroom depends on the needs of the child.

Administration ensures that students are placed in the Least Restrictive Environment based on their Individualized Education Program (IEP). To the maximum extent appropriate, children with disabilities are educated with children who are non-disabled and that special classes, separate schooling or other removal of children with disabilities from the general education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The Pennsylvania Department of Education (PDE) has the responsibility to ensure that all Local Education Agencies (LEA) providing services, whether directly, or by contractual arrangements, administer special education services and programs that are in compliance with applicable state and federal laws and regulations. In order to fulfill this responsibility, the Bureau of Special Education (BSE) has established administrative procedures for monitoring of program implementation, including evaluating the appropriateness, effectiveness and accountability of special education services and programs. Franklin Towne underwent cyclical monitoring in February 2011 and has been deemed fully compliant.

As part of the renewal process, SchoolWorks conducted a renewal site visit of FTCES in October 2011, and serving students with special needs was one area of their analysis. SchoolWorks found that, “Resource allocations consider the needs of students with special needs. There are sufficient personnel to support the learning needs of students with special needs.” One of the strengths SchoolWorks noted is the schoolwide collaboration around special education (i.e. bi-weekly CSAP meetings attended by regular education and special education teachers to monitor student progress, collaboration between regular education and special education teachers in developing weekly lesson plans, devoting one professional development session per month to special education strategies for use in the regular classroom.

## Special Education - Attachment

- FTCES Special Education Policies

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Letitia Strupczewski	1.0	Learning Support	FTCES	9	Grades K-2
Laura Capper	1.0	Learning Support	FTCES	19	Grades 3-5
Matthew Kocher	1.0	Learning Support	FTCES	16	Grades 5-7

## Special Education Program Profile - Chart II

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

## Special Education Program Profile - Chart III

Title	Location	FTE
Director of Special Education	FTCES	1.0
School Psychologist	FTCES	1.0
Special Education Administrative Asst.	FTCES	0.5

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	Occupational Therapy	0.25
Therapy Source	Physical Therapy	0.25
Therapy Source	Speech Therapy	0.75
Therapy Source	Audiological Services	0.10
Margaret Swanson, Medical Practitioner	IEP Review for MA ACCESS	As needed, about 1 hour per week
Lynn Priole	ACCESS Coordinator	0.25
Bayada	School Nurse	1.0

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Reading & Mathematics	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
PSSA Science	No	No	No	No	Yes	No
DIBELS	Yes	Yes	Yes	No	No	No
HSP Math Assessment	Yes	Yes	Yes	Yes	Yes	Yes
4Sight Reading and Mathematics	No	No	No	Yes	Yes	Yes
Gates-MacGinitie Reading Test	No	No	No	Yes	Yes	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA Reading & Mathematics	Yes	Yes	No	No	No	No	No

HSP Math Assessment	Yes	Yes	No	No	No	No	No
4Sight Reading and Mathematics	Yes	Yes	No	No	No	No	No
Gates-MacGinitie Reading Test	Yes	Yes	No	No	No	No	No

## Student Assessment

**a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:**

One of the components of the Franklin Towne Charter High School model that is implemented in the Elementary School is the use of data to drive instruction. At FTCES, we strive to meet the State’s increasing targets for reading and mathematics achievement and to, thus, meet AYP. We do so by monitoring student progress on an ongoing basis. The key to academic success, as we view it, is to set measurable goals and to continually monitor progress toward those goals. At Franklin Towne Charter Elementary School, we use the performance standards as determined by the Pennsylvania System of School Assessment. All students are required to participate in a baseline test in the areas of Reading and Mathematics. FTCES uses DIBELS for Reading in grades K-2, Gates-MacGinitie Reading Tests in grades 3-7, and Harcourt School Publishers (HSP) Benchmark testing for Math, as well as 4Sight as a PSSA indicator.

For ongoing progress monitoring, students will be tested a minimum of three times each year in each subject area so that teachers can assess student academic progress and may redirect their instructional efforts to deficit areas. These quarterly assessments are designed using publisher tests and PSSA practice tests. The combination of diagnostic tests with benchmark assessments helps us to determine the beginning level of each student, analyze the deficit areas, target instruction, and adapt the curriculum accordingly. We feel that these services are particularly important in view of the requirements of the No Child Left Behind legislation that dictates performance levels for all school student subgroups. Once benchmark and performance levels are established, monitoring of performance is reported every two weeks. This bi-weekly reporting will enable prompt and appropriate intervention, ongoing curriculum adjustment, and the maximization of achievement outcomes.

In 2011-12, FTCES made Annual Yearly Progress (AYP) for the third consecutive year. In math, students in both the 3-5 grade span and 6-8 grade span exceeded the State math performance target of 78%. In reading, FTCES achieved AYP performance via the growth model in the 3-5 grade span and via safe harbor in the 6-8 grade span. While our gains in reading were nominal, our students showed significant growth (nearly 10%) in math proficiency. The chart below shows our students’ success on the PSSA over the first three years of our operation.

	Math PSSA				Reading PSSA			
	Proficient & Adv		Basic & Bel. Basic		Proficient & Adv		Basic & Bel. Basic	
	3-5 Span	6-8 Span	3-5 Span	6-8 Span	3-5 Span	6-8 Span	3-5 Span	6-8 Span
2011-2012	87.2%	88%	12.8%	12%	68.3%	70.9%	31.7%	29.1%
2010-2011	78.6%		21.4%		67.3%		32.7%	
2009-2010	59.1%		40.9%		52.9%		47.1%	

**If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.**

All students are required to participate in a baseline test in the areas of Reading and Mathematics. FTCE uses DIBELS for Reading in grades K-2, Gates-MacGinitie Reading Tests in grades 3-7, and Harcourt School Publishers (HSP) Benchmark testing for Math, as well as 4Sight as a PSSA indicator. The results of these tests are used to determine appropriate academic support and to develop an intervention/remediation plan for any student exhibiting a severe deficit in reading or math. Data from these assessments detailed each student's strengths and weaknesses, allowing teachers to differentiate instruction.

### **DIBELS**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a formative early literacy assessment used by FTCE to screen kindergarten to second grade students to determine if they are at risk of reading difficulty, to monitor student progress and guide instruction. DIBELS is an instantiation of Curriculum Based Measurement - an approach to assessment that uses brief, timed measures to track student growth over time. The DIBELS comprise a developmental sequence of one-minute measures: recognizing initial sounds, naming the letters of the alphabet, segmenting the phonemes in a word, reading nonsense words, oral reading of a passage, retelling, and word use. The measures assess phonological awareness, the alphabetic principle, accuracy and fluency in reading connected text, vocabulary and comprehension. Each measure has been researched and demonstrated to be a reliable and valid indicator of early literacy development. DIBELS results can be used to evaluate individual student development, as well as to provide feedback on effectiveness of instruction. The program provides materials that are based on state standards and benchmarks and are adaptable for all learners.

### **Gates-MacGinitie**

Until this year (2011-12), FTCE used DIBELS to monitor student progress in reading for grades K-5. While we continue to use DIBELS in K-2, we have added the Gates-MacGinitie Reading Test for grades 3-7. Students take the test twice a year (September and February). The basic premise of the *Gates-MacGinitie Reading Test* is that it is useful for teachers and schools to know the general level of reading achievement of individual students throughout their entire school careers. The objective information obtained from *GMRT*, complemented by teachers' evaluations and other sources of information, can provide a basis for the following:

- Organizing students into appropriate instructional groups
- Selecting students for individual diagnosis and special instruction
- Identifying students who are ready for more advanced instruction
- Placing new students into proper instructional programs
- Evaluating the effectiveness of instructional programs
- Reporting student progress to parents, teachers, and the community

At FTCE, we primarily use it as to support the childfind process as well as to help in the early identification of struggling students.

### **HSP Math Assessment**

HSP was designed to focus on the content and the intent of the NCTM and Pennsylvania State Standards. HSP offers an Inventory Test to evaluate the readiness of the student for his or her current grade. There are also Beginning of Year, End of Year, Chapter, and Unit assessments to evaluate the students' understanding of math concepts aligned with teaching objectives. This component includes prescriptions for review and re-teaching. We administered the Inventory Test in the fall to assess our student's math skills. We also administered the End of Year Test in the spring to assess the progress of our student's math skills.

### **4SIGHT**

4 Sight is a benchmark assessment tool that enables you to predict your students' reading and math achievement multiple times throughout the year. These predictions allow you to take action in the areas in which students need help. These one hour tests mimic the formats, coverage, look and feel of the Pennsylvania System of School Assessment (PSSA). 4 Sight produces scores on key subskills designed around our state standards — for example, interpreting text, drawing conclusions, geometry and so on. These scores tell you where to focus professional development efforts to ensure student success. The 4 Sight tests were administered three times in 2011-12.

### **Wireless Generation M-Class**

As part of Franklin Towne's efforts to take each individual curricular component and use it to its maximum capacity, we have also employed the use of a diagnostic software program (Wireless Generation M-Class).

Teachers use mCLASS:DIBELS benchmarks to quickly identify at-risk students and to set individualized goals. The ACT feature on the handheld immediately provides recommended reading activities for each student. Progress Monitoring is administered as often as necessary between benchmark assessments to gauge student performance and adjust instruction accordingly.

On the Web, teachers receive tools for planning differentiated instruction, while administrators can track progress, review program effectiveness, and determine which resources and strategies will improve student performance. Teachers and reading coaches can also guide student learning with the [mCLASS:Now What? Tools](#), which help them create optimal student reading groups, differentiate instruction, and communicate effectively with parents as well as provide tailored instructional activities to do at home.

### **Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.**

FTCES has implemented a student progress monitoring system that requires teachers to evaluate and address performance every two weeks. These evaluations include student achievement data from teacher observations, student performance on unit tests and quizzes aligned with the FTCES curriculum, grades on student projects and performances, journal, and portfolio assessments. Teachers are required to notify all parents and students of performance shortcomings, and those notifications are monitored by administration. A summary is then provided to the principal, and, along with teacher evaluations, the data is analyzed to address

student needs. Students who are failing in any given two week period are provided with additional resources needed, (such as tutoring and targeted assignments, etc.). Additionally, the reports are shared with the Academy Directors and are evaluated for patterns across performance, discipline, and behavior.

In 2011-12, FTCEs continued to implement a weighted assessment system that calculates several measures of each child's abilities and efforts. Every student receives grades for homework, class work, quizzes, projects, and tests. Grades were broken into two categories: Formative Grades and Summative Grades. FTCEs leadership and teachers believe that these formative assessments, such as homework, class work, and quizzes, better represent a student's overall performance, and therefore weighted them as 65% of the total grade on the report cards.

Additionally, FTCEs, as a condition of its new charter renewal, is presently working with the School District of Philadelphia to finalize its new five-year performance plan with academic and non-academic goals. The plan will use formative and summative assessments to identify students' strengths and weaknesses. While not finalized yet, data to be tracked each year by FTCEs and the School District of Philadelphia includes the PSSA (reading & math), literacy assessment results (DIBELS, Gates-MacGinitie, and DRA), math assessment results (HSP Math and EN-GOM), student discipline data, parent satisfaction rate, certification level, HQT level, and percentage of students successfully completing an 8<sup>th</sup> grade high school transition program.

In developing this plan, FTCEs is making refinements to its assessment program to make it more robust and precise. For early literacy, FTCEs will introduce Developmental Reading Assessment (DRA) for grades K-2. Teachers in grades K-2 will assess students using the DRA several times during the course of the school year. A DRA consists of a child reading an unseen text on his/her independent reading level. Running records are similar to DRAs and will be given on a formative basis to inform instruction. Running records may use seen or unseen text. The DRA and running record assess oral reading (ability to call the words on the page), fluency (speed and expression or intonation), retelling/comprehension (ability to share or retell the story to a friend who has never seen/heard/read the text). In math, we are looking to pilot the Early Numeracy General Outcome Measurements (EN-GOM). Based on research examining the development of children's informal mathematical knowledge, each measure requires the student to demonstrate a skill that provides a foundation for the latter acquisition of formal mathematics taught in school. Students orally count, identify numbers, identify the bigger number from a pair, and identify the missing number from a number line. Each task is one minute and designed to represent a critical early numeracy skill for kindergarten and first grade students.

**b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.**

In 2011-12, FTCEs employed many strategies and interventions to ensure that students who are at-risk of failure, or those not making reasonable progress, were being addressed.

Think Central: Think Central is FTCEs' Integrated Learning System (ILS). It is a web-based learning system that specifically integrates both the Story Town and Harcourt Math

programs. Think Central offers online enrichment and remedial activities for all levels of learners. Teachers have the capacity to assign specific activities that assess and reinforce specific skills. Students have the ability to take on-line test and get immediate feedback.

CSAP: In addition to the particular diagnostic and monitoring assessment approach used with our IEP students, we have a CSAP team that is active in assessing, monitoring and supporting each student's progress across multiple domains. The purpose of the Compressive Student Assistance Program (CSAP) is to identify At-Risk students who are having school related problems and to intervene and refer these students to appropriate school and community resources. The CSAP supports the academic and emotional success of all FTCES students. The CSAP process predominantly involves a continual process of academic monitoring, through which the Guidance department in cooperation with a team comprised of administration and other school personnel address student struggles and implement child-centered interventions towards achieving student success.

Wilson Reading Program: The primary intervention used is the Wilson Reading Program, which is a targeted intervention designed to build fluency and mastery by focusing on the five building blocks identified by the National Reading Panel as key to reading success: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Key components of the program follow:

- Direct instruction is straightforward, interactive and explicit, addressing the concepts that govern the structure of written English.
- Structured — The 12 steps of the Wilson Reading System guide students through the pitfalls of decoding and encoding, teaching them to trust the English language as a reliable system from the start.
- Cumulative - Each step builds on the one before it. Students progress from sounds to syllables, words to sentences, and paragraphs to stories, learning through constant repetition and review.
- Multisensory — Interactive lessons require students to use visual, auditory, kinesthetic, and tactile senses to reinforce skills learned and engage motor memory.
- Integrated — The Wilson Reading System is based on the six syllable types. New sounds and concepts are introduced as they relate to the syllable type being used.
- All materials and texts are phonetically controlled containing word lists, sentences, and paragraphs that incorporate only the elements of word structure that have been taught up to the corresponding lesson.

Morning Appointments: In an effort to support students who are struggling academically, FTCES hosts morning appointments. If a student showed signs of struggling, a teacher would request a morning appointment for a student to either allow for a make-up or retest, or to provide additional one-on-one tutoring.

Tutoring Sessions: After the first 4Sight benchmark assessment, teachers must dedicate two tutoring sessions per week (potentially teacher-directed peer tutoring) to students who scored basic or below basic.

## Student Assessment - Attachments

- FTCES AYP Summary Report 2011-12
- FTCES AYP Report Packet 2011-12

## Teacher Evaluation

### a.) List the main features of the school's teacher evaluation plan.

Our purpose is to employ evaluation procedures that engage both teachers and administrators in a professional dialogue about students, learning, and teaching. It is of the utmost importance for teachers and administrators to develop an atmosphere of trust and teamwork during this process. Professional growth stems from time spent building relationships among all staff members.

The Franklin Towne Charter Elementary School employs a three-tier teacher evaluation plan. Each year the administration sets aside time before school begins to review the evaluation process to promote consistent implementation. Included on the first teacher meeting day agenda will be a review of the requirements and expectations of the Teacher Evaluation Plan. All teachers will be observed in the same manner regardless of experience or years employed at FTCES.

#### Tier 1: Walkthroughs

The focus of the walkthrough is to observe and evaluate the teaching method used and the evidence of learning. Each walkthrough evaluation cycle consists of two events: classroom observation(s), and a post-conference. Each teacher has a minimum of six informal walkthroughs per year; four completed by their academy directory and two conducted by the building principal. The walkthroughs focus on assisting the teacher in developing professionally. Each administrator walkthrough occurs before the mid-term of each semester. The academy director completes one walkthrough per half-semester and observe a 15-30 minute portion of the lesson. The observer focuses on the instructional method used and the evidence of effective instruction and learning. Post-Conferences are conducted in a timely manner within five school days after the completion of the classroom walkthrough. The purposes for the post-conference are to:

1. Review the lesson(s) with a focus on student learning
2. Reinforce the strengths of the teacher
3. Identify areas for improvement
4. Provide opportunities for self-reflection
5. Guide the new teacher toward relevant professional opportunities
6. Possible referral for peer observation
7. Possible referral for formal observation

## Tier 2: Formal Observation

If a concern was raised during any of the six walkthroughs, that concern will be addressed with administration and may warrant a formal observation. The focus of the formal observation is to document each teacher's progress on professional development goals linked to suggestions documented during the walkthrough process.

Each evaluation cycle shall consist of three events: a pre-conference, classroom observation(s), and a post-conference. The administrator will focus on assisting the teacher in developing professionally based on the feedback from the walkthrough observation.

- **Pre-Conference Requirements:** The pre-conference should take place 3 to 5 school days prior to the classroom observation. The teacher and administrator will discuss the concerns as a result of the informal walkthrough and set a time and date for the observation of a lesson that includes the teaching method or activity observed during the walkthrough. (The area of concern will already have been addressed with the teacher at the post walkthrough conference).
- **Observation Requirements:** The teacher and administrator shall agree in advance to the time and content of the lesson to be observed. The lesson shall follow the plan outlined at the pre-conference. A typical lesson should be presented over a minimum of 30 minutes. The observation will last between 30 and 45 minutes.
- **Post-Conference Requirements:** Post-Conferences will be conducted in a timely manner; normally within five school days after the completion of the classroom observation. The purposes for the post-conference are to:
  1. Review the lesson(s) with a focus on student learning
  2. Reinforce the strengths of the teacher
  3. Identify areas for improvement
  4. Offer specific feedback on the classroom environment
  5. Offer specific feedback on preparation and planning
  6. Offer specific feedback on instruction
  7. Offer specific feedback on assessment
  8. Offer specific feedback on communications and professional responsibilities
  9. Provide opportunities for self-reflection
  10. Guide the new teacher toward relevant professional opportunities
  11. Discuss the area of concern during the walkthrough and any other areas of concern that may present during the formal observation.

12. Discuss possible referral for a peer observation to improve teaching strategies.

### Tier 3: Teacher Improvement Plan

The focus of the Professional Assistance Track is to assist teachers on the Professional Teacher Track who, in the judgment of the administrator, are experiencing a serious deficiency in meeting one or more of the FTCES Standards for effective teaching. There are three phases to the Professional Assistance Track: Awareness, Assistance, and Disciplinary.

- **Awareness** — At this stage the teacher remains on the Professional Teacher Track and is made aware of a serious deficiency in addressing a particular standard. The notification should express the concern, get the teacher's response, set up some form of data collection or give specific suggestions. It is desired that this intervention will lead to a resolution of the concern.
- **Assistance** — If a concern is not resolved at the Awareness Stage or a problem in addressing a standard is deemed severe by the administrator, a teacher shall be moved to the Professional Assistance Track. During this stage, the teacher and the administrator shall develop a reasonable action plan to assist the educator in remediation.
- **Disciplinary** — If the concern is not remediate at the Assistance Stage or the action of the teacher meets the statutory grounds for the discharge of staff, the teacher shall be moved to the Disciplinary Stage of the Professional Assistance Track. Because the design and spirit of our Professional Assistance Track is to foster successful interventions and relationships, most teachers who have been placed on this track will never reach this stage.

FTCES' Teacher Evaluation Policy and related forms are attached to this report.

Similarly, we ask teachers to evaluate our program in the form of a year-end survey. For almost every question in spring 2012, 100% of the teachers either agreed or strongly agreed that the leadership and professional environment at Franklin Towne Elementary School is of a high quality. Teachers are excited to come into work, the principal places the needs of the children first and communicates a clear vision for the school, and professional development is helpful. Mr. Patrick Field, the principal, received strong praise from his staff. The results of the teacher survey are attached to this report. In spring 2012, teachers also completed individual evaluative surveys on their Academy Directors as well.

In the October Renewal Site Visit, SchoolWorks found evidence that leadership is highly visible and accessible to support teaching and learning. The Principal promotes fluid and frequent communication with faculty. This process is highly accepted and expected by faculty. Frequent visits to the classroom (from instructional leadership and from peers) ensure that teachers receive feedback and the support necessary to improve their instruction.

### **b.) List entities/individuals who are responsible for teacher and staff evaluation.**

Patrick Field serves as evaluator for all instructional staff at FTCES.

**c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.**

Patrick Field is highly qualified to conduct these evaluations as he successfully completed a M.S. in Educational Administration with Principal Certification at Gwynedd-Mercy College. This graduate program included coursework in curriculum and instructional supervision, including evaluating teachers and using teacher assessment to improve student learning. Additionally, during his five year tenure with Mosaica Education, Inc., Mr. Field garnered extensive experience in curriculum development and implementation for various student populations, including students with special needs. While an administrator at Franklin Towne Charter High school, he was selected by the National Association of Secondary School Principals (NASPP) as one of 10 high school principals to receive award of merit as featured in Principal Leadership magazine (May 2010). Under his academic leadership, FTCHS was selected by San Diego's University's National Center for Urban School Transformation office, out of 2,000 applicants, to receive this national award for outstanding academics in an urban school. In his role at FTCE, Mr. Field remains abreast of trends and best practices in instruction and teacher evaluation through his membership in professional organizations, including the Association for Supervision and Curriculum Development (ASCD), NASPP, the National Association of Elementary School Principals (NAESP), and the Pennsylvania Association of Elementary and Secondary School Principals (PAESSP). In 2011-12, Mr. Field participated in the week-long National Institute for Urban School Leaders.

## **Teacher Evaluation - Attachments**

- FTCE Teacher Evaluation Plan and Forms
- FTCE Teacher Survey Results Spring 2012

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

#### **Board of Trustees**

During the 2011-12 school year the FTCE Board of Directors lost one of our original Board members, when Mr. Robert Henon resigned to meet the growing demands of his new job. Mr. Christopher Creelman replaced Mr. Henon in December of 2011. Mr. Creelman currently serves as Director of Services for Councilman Robert Henon, and previously worked as Chief of Staff/Chief Legislative Aide for Councilwoman Joan Krajewski and as Assistant Managing Director of the City of Philadelphia. Mr. Creelman's experience in community outreach, budgeting, performance management, media relations, operations management, and legislative analysis have already made him an asset to our Board of Directors.

#### **Administration**

In 2011-12, FTCE underwent three changes to our leadership structure. First, with the addition of 225 students in 2011-12, FTCE was in need of additional instructional leadership and a refined organizational structure. As such, FTCE was organized into two academies — the Primary Grades Academy (grades K-3) and the Upper Grades Academy (grades 5-7). Ms. Engasser, who previously served as the schoolwide Curriculum Coordinator became Academy Director of the Primary Grades Academy. Mr. James Munizza was promoted to be the Upper Grades Academy on a part-time basis. Mr. Munizza has been a part of the Franklin Towne team since our inception in 2010. In his current role Mr. Munizza serves as a technology teacher for 45% of his work week, as for the remainder provides instructional and operational support to his

fellow teachers. Academy Directors work with the school principal to implement the mission of the school. They are responsible for all school functions including curriculum and instruction as well as management of faculty and administrative personnel. Our instructional leadership was praised during the charter renewal process as a strength of the school. During the renewal site visit, SchoolWorks found that, "Leadership is highly visible and accessible to support teaching and learning." SchoolWorks continued, "Leadership promotes fluid, frequent and open communications with faculty and staff," and that, "leadership maintains an awareness of the impact of school practices on student achievement."

Secondly, due to our new location outside of the Franklin Towne Charter High School campus, our expanded population, the growing age of our population, and our whole-child educational model, we added a full-time school psychologist to better meet the needs of our growing population's emotional and psycho-educational needs.

Finally, Mr. Joseph Klueg resigned his position as the school's acting CEO in November of 2011. Mr. Field, FTCEs principal, assumed his responsibilities as CEO for the remainder of the 2011-12 school year. For 2012-13, FTCEs has entered into a management agreement with our sister-school, Franklin Towne Charter High School that affords our growing school with a great level of administrative support by providing a greater level of operational, technical, administrative and financial support and oversight. Under this model, FTCEs will contract with FTCHS for administrative leadership (including CEO, CAO, principal, assistant principal, dean of students, director of operations), business office support, technology support, special education and student services administrative support, and maintenance. Mr. Joseph M. Venditti now serves as CEO of Franklin Towne Charter Elementary School.

## Board of Trustees

Name of Trustee	Office (if any)
Ms. Cynthia A. Marelia	President
Ms. Nancy Hartey	Vice-President
Mr. Eugene McAleer	Treasurer
Mr. Joseph Garbarino	Secretary
Mr. Joseph Dougherty	Trustee
Mr. Ryan Mulvey	Trustee
Mr. Christopher A. Creelman	Trustee

## Professional Development (Governance)

FTCEs' legal counsel — James Rocco, Esq. — provides ongoing support and training to the Board regarding the legal requirements of a charter school board, including the Sunshine Law and Public Officials Act.

Additionally, in winter and spring 2012, Mr. Gregory R. Doyle, an MBA candidate at the Wharton School of the University of Pennsylvania concentrating in nonprofit management, worked with the Boards of FTCEs and FTCHS to improve school governance. After observing Board meetings and reviewing Board minute archives, Mr. Doyle counseled the Board on best practices in governance, including strategies for running effective meetings and developing an improved template for Board minutes. He also worked with the Board to develop draft rubrics for CEO and principal evaluations, which the Board will employ in 2012-13.

Finally, pursuant to a condition of our charter renewal, FTCES will require that all its Board members attend a mandatory Board training in 2012-13 facilitated by an established provider, which will include without limitation, topics such as conflicts of interest, code of ethics, and the Sunshine Law. FTCES is developing a schedule of trainings for submission to the School District of Philadelphia by August 15, 2012.

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

The Board of Directors functions primarily as a policy-making body, delegating day-to-day administration to the charter school CEO. The board exercises legal power and responsibility for the school. Its roles and responsibilities include: financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for: coordination of long-range planning and resource development; overseeing and evaluating the work of the principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures, significant changes in program or facility use, and expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints. The Board conducts open monthly meetings to deal with governance and management issues. These meetings are advertised pursuant to the Sunshine Act and include opportunity for public comment.

An affirmative vote of a majority of the members of the board, duly recorded, showing how each member voted, is used in order to take action on the following subjects pertaining to school management: school calendar; adopting textbooks; appointing or dismissing school administrator or staff members; adopting the annual budget; purchasing or selling land; locating new buildings or changing location; creating or increasing indebtedness; adopting courses of study; designating depositories for school funds; fixing salaries or compensation of administrator, teachers, or other employees of the charter school; and, entering into contracts with and making appropriations to an intermediate unit or school district for the charter school's proportionate share of the cost of services provided or to be provided by the foregoing entities.

The Board of Trustees of the Franklin Towne Charter Elementary School has been responsive and effective as a governing entity in a variety of ways. First, with its response to the need to assemble a team of operational, instructional and curriculum leaders who could effectively transform ideas in a charter application to a vital, community-based school that in just three short years has drastically raised student achievement.

Additionally, the Board, spearheaded many aspects of the acquisition of the brand new state-of-the-art facility and ensuring the school has the necessary finances to implement strategies that further the mission of the school. Furthermore, the FTCES Board has responded to community demand to expand the school and provide additional high-quality education to students in the Bridesburg community. The many successes and accomplishments of the Franklin Towne Charter Elementary School serve as a testament to the Board of Trustees' ability to effectively implement a school program.

### **Relationship with Charter Authorizer:**

Under the leadership of the Board of Trustees and the FTCES CEO and Principal, Franklin Towne Elementary maintained a collaborative relationship with the school's charter authorizer, the School District of Philadelphia in 2011-12. Examples of our ongoing relationship with SDP include: contracting with SDP for operational services (e.g. transportation), participating in SDP professional development opportunities (e.g. Special Education Meetings, Data Group Meetings, Assessment Coordinator Training, IDEA training), attending meetings of the SDP Charter Schools Office, and meeting SDP reporting and data requests in a timely manner.

In 2011-12, FTCES had additional opportunities to work with the School District of Philadelphia as the school went through the rigorous renewal process with its authorizer. The process included an Enrollment and Financial Review by the SDP's Auditing Services Office, an educational and operational renewal site visit conducted by SchoolWorks and the SDP, the submission of a comprehensive renewal and charter modification application, and numerous meetings and conference calls with the SDP's Charter School Office. The renewal process provided FTCES with an opportunity to showcase the school's strengths and innovative programming. At the end of the renewal process, FTCES collaborated with the Charter School Office to refine our expansion request to better meet the SDPs needs as expressed in both its Facilities Master Plan and its Blueprint for Transforming Philadelphia's Public Schools. FTCES, due to our history of academic excellence was granted an expansion to 900 students, in exchange for us refining our catchment area for admission to better respond to the District's needs.

**Relationship with PDE:** Similarly, FTCES maintains an open line of communication with the Pennsylvania Department of Education and its Division of Nonpublic, Private and Charter School Services. In our first year, we had opportunity to work with the Charter Office as a recipient of a Charter School Program (CSP) Implementation Grant. FTCES complies with PDE's reporting requirements, which keeps the Department apprised of our financial, personnel, instructional, safety, and enrollment/child accounting status on an ongoing basis. When PDE facilitates professional development activities, FTCES participates (e.g. training for PIMS, SAS, etc.). And, as always, FTCES maintains an open door policy with regard to PDE site visits.

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

- FTCES Board of Trustees Meeting Schedule 2012-13
- FTCES Board of Trustees Sunshine Notice 2012-13

## **Community and Parent Engagement**

Parents and community members are actively involved in FTCES' activities in a number of ways. Board meetings are open to the public and include an opportunity for public comment, and these meetings are published in a local newspaper. Additionally, the FTCES website

[www.franklintowne.org](http://www.franklintowne.org)) contains a direct link to the Board members where parents and community members can (and have) contacted Board members directly with concerns.

### **Parent Involvement**

Under the direction of the Board of Trustees, FTCES has implemented an aggressive initiative to actively engage parents in school activities. In addition to working with and supporting the active Home and School Association, FTCES also implemented a Student Information System which provides parents with real-time access to their student's grades, attendance, and assignments. FTCES also maintains an up-to-date website, which provides parents with access to forms, upcoming events, teachers and their individual websites (including student assignments, as well as links to online programs like First in Math and Accelerated Reader.

FTCES also provided a full complement of parent programming. Before the start of school, FTCES hosted Bring-Your-Parents-To-School-Days in each grade level, and parents were invited to and participated in all FTCES events and celebrations.

Other events in 2011-12 included:

- Towne Tech Nights (2) — Training event for new parents to learn Esembler (our online grade book), E-Chalk (school and teacher websites), ThinkCentral (online textbooks and workbooks), and ScholarConnect (online meal payment system).
- Special Education Parent Education Nights (5) — 2011-12 topics included Overview of Special Education Program, Resources, and Understanding PA Academic Standards; Child Find (CSAP)/Eligibility and Child Monitoring Processes at FTCES; Attention Disorders/Behavioral Disorders; Accommodations/Modifications and Working with Parents to Improve Student Progress; and 504 Plans and Other Medical Issues Faced in Schools.
- Fall Kick-Off Carnival
- Family Night
- Home and School Flea Market
- Fall Festival
- Home and School Holiday Shoppe
- Winter Festival
- Home and School Bingo Night
- Read Across America Celebration
- Family Skating Party (2)

- Book Fair
- Penny Party
- FTCES Spirit Week
- New Student Orientation
- Home and School Meetings (at least bi-monthly) — FTCES scheduled Home and School Meetings during high interest events (e.g. skating parties, Bingo, Penny Party, etc.) to promote attendance and involvement in FTCES.

### **Community Involvement**

In addition to including significant community representation among the membership of the FTCES Board of Trustees and maintaining an up-to-date website to communicate school activities to the community, FTCES has repeatedly invited the community to participate in school activities. One example is the Open House for prospective students we hold each fall. Additionally, FTCES enjoys an unmatched relationship with its community, and our community partners provide operational and educational support to FTCES. A sampling of FTCES' community partners includes:

- Boy Scouts of America, Bridesburg Troop
- Bridesburg: Boys and Girls Club, Bulletin, Civic Association, Community Development Corporation, Historical Society, and Recreation Center
- East Frankford Civic Association
- Franklin Towne Charter High School (Including FTCHS National Honors Society)
- Girl Scouts of America, Bridesburg Troop
- National Constitution Center
- National Dairy Council & National Football League's Fuel Up to Play 60!
- Philadelphia Corporation for Aging
- Philadelphia Police Department, 15th District
- Pennsylvania State Representative Dennis O'Brien, Speaker of the House
- Pennsylvania State Representative John Taylor
- Pennsylvania State Senator Michael Stack
- Police Athletic League of Philadelphia
- Real Life, Inc.
- Rohm and Haas

- Tacony Civic Association
- United Way of Southeastern Pennsylvania
- University of Pennsylvania's Philadelphia Writing Project
- Wissinoming Civic Association

As our students benefit greatly from these partnerships, we encourage our students to actively give back to their community. In December, FTCES students and their families generously donated to Toys-for-Tots and the FTCES Giving Tree. The students collected more than 400 toys and many boxes of hats, gloves, and mittens for children and families in need. During February 2012, FTCES' Student Council organized and ran a penny race between the grades to help support community-based charities selected by each grade level. The response was amazing, with the following organizations benefiting from our students' efforts.

- Kindergarten (Alex's Lemonade) — \$325.91
- 1st Grade (St. Christopher's Hospital for Children) — \$107.88
- 2nd Grade (St. Jude) — \$295.50
- 3rd Grade (Fox Chase Cancer Center) — \$111.74
- 4th Grade (Ronald McDonald House) — \$75.42
- 5th Grade (CHOP) — \$103.65
- 6th Grade (Alzheimer's Association) — \$65.31
- 7th Grade (Franklin Towne High School Make-A-Wish Program) — \$97.71

### **Stakeholder Communication**

Along with providing opportunities for stakeholders to offer comment and input at monthly board meetings, FTCES provides a variety of opportunities for stakeholders to provide feedback and to measure stakeholder satisfaction. During the October 2011 renewal site visit, SchoolWorks noted communication as one of Franklin Towne's most evident strengths. They stated that, "The school celebrates ensures clear, effective and ongoing communication with stakeholders." They continued, "Communications about student academic performance are regular and understandable," and that, "Communications are clear and relevant to stakeholders."

During the SchoolWorks oral report-out on the site visit, the reviewers also indicated here is a clearly established culture of communication and teachers feel they have input and their opinions matter. Significant time is devoted to common planning time (both formal and informal) indicating that organizational leadership promote collaboration to improve teaching and learning and the sharing of best practices. Furthermore, SchoolWorks noted that the mission is clearly lived and breathed throughout the school. All stakeholders talk about fun, focus on learning, and a safe and healthy environment. The kids in particular are articulate about the mission, vision, and values. The program in general clearly reflects the mission and the vision and values guide decisions throughout the school. SchoolWorks also noted that the high level of satisfaction in both teacher and parent surveys indicates that the mission is being fulfilled daily.

In spring 2012, FTCES again administered a parent survey, with overwhelmingly positive results (134 parents responded):

- 100% of respondents indicated that they agreed or strongly agreed with the statement, “The quality of instruction is high.” 83.6% strongly agreed.
- 99.3% of respondents indicated that they agreed or strongly agreed with the statement, “There is good communication between the school and my household.” 92.5% strongly agreed.
- 100% of respondents indicated that they agreed or strongly agreed with the statement, “My child has access to computers and other new technologies.” 96.3% strongly agreed.
- 100% of respondents indicated that they agreed or strongly agreed with the statement, “My child’s achievement level is improving.” 89.6% strongly agreed.
- 100% of respondents indicated that they agreed or strongly agreed with both the statement, “I am satisfied with the school’s curriculum” and the statement, “I am satisfied with the instruction offered by the school’s teacher.” 92.5% strongly agreed with these statements.
- 100% of respondents strongly agreed with the statement, “The school has a bright future.”
- 99.3% of respondents indicated that they agreed or strongly agreed with the statement, “The school has high standards and expectations for students.” 96.3% strongly agreed.
- 99.3% of respondents indicated that they agreed or strongly agreed with the statement, “Teachers and school leadership are accountable for student achievement/performance.” 90.3% strongly agreed.
- 99.3% of respondents indicated that they agreed or strongly agreed with the statement, “My child feels safe at this school.” 97% strongly agreed.
- 96.3% of respondents indicated that they agreed or strongly agreed with the statement, “I am satisfied with the opportunities for parent involvement at Franklin Towne Charter Elementary School.” 82.8% strongly agreed.

FTCES also surveyed teachers, surveyed parents about their child’s specific teacher, and had surveys on select topics including special education and technology. FTCES takes the results of these surveys, including the open-ended questions very seriously. For example, prior to this year, FTCES did not hold parent teacher conferences believing that our parent technology systems relayed this information to all parents and allowed for ongoing communication between teachers and parents. However, the desire for face-to-face conferences was clearly expressed in the 2010-11 surveys, and, as a result, FTCES held two parent-teacher conferences in 2011-12.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

In 2011-12, FTCES conducted a number of parent and student-led fundraising activities at the school. We held several student dances, flea market, book fair, holiday shop, candle sale, Cherrydale sale, flower sale for Mother's Day, Bingo night, skating parties, etc. As a result of the extraordinary efforts of our active Home and School Association, we raised in excess of \$21,000 in 2011-12 (twice last year's amount). In addition to continuing reinvest in student and family activities, the Home and School Association is using this revenue to purchase one of the two new mobile laptop carts that FTCES uses as part of our technology integration program.

Additionally, FTCES continues to aggressively pursue grant funding to support our educational program. Through a partnership with Franklin Towne Charter High School, FTCES is now participating in the 21<sup>st</sup> Century Community Learning Center grant program for out of school time programming. Our students have access to a wide array of after school and summer programming through this grant, which began in December 2011 and will continue through 2013-14. Also, FTCES wrote and was awarded a Fresh Fruits and Vegetables grant totaling in excess of \$50,000 through the U.S. Department of Agriculture. This grant will allow FTCES to provide our students with a healthy daily snack as well as ongoing parent and student nutritional education in 2012-13.

FTCES intends to continue this dual fundraising tactics of Home and School fundraisers paired with grant writing in 2012-13.

### **Fiscal Solvency Policies**

FTCES' goal is to maintain a substantial fund balance each year, which is sufficient to cover a minimum of two month's payroll. The fund balance will ensure that the school has a buffer in the event of unforeseen circumstances such as unscheduled repairs and maintenance, delay in receipt of federal funds, lower than anticipated student enrollment, etc.

While many start-up schools have financially difficult inaugural years, an audit conducted by the School District of Philadelphia noted FTCES' fiscal solvency. Specifically, as part of the school's charter renewal process, the School District of Philadelphia's Auditing Services Department did conduct an Enrollment Audit and Financial Review in winter 2012. In this review, the District found that:

- FTCES has strong accounting controls in place.
- FTCES has conducted business with generally accepted standards of fiscal management.
- FTCES maintained positive net asset balances during its first two years of operation.

- Operating performance, as measured by net asset change, was very strong in both years.
- FTCES' financial position as of June 30, 2011 was sound.

And, despite significant costs associated with our 2011-12 move to a new facility and increasing our student body by 225 students and four grade levels, our preliminary statements indicate that we ended the 2011-12 Fiscal Year with a fund balance of \$285,769.

FTCES maintains its fiscal solvency by employing strict internal controls. Internal controls are designed to safeguard assets and help to detect losses from employee dishonest or error. A fundamental concept in a good system of internal control is the segregation of duties. Although the size of the FTCES account staff prohibits complete adherence to this concept, FTCES implements a variety of practices to improve existing internal control without impairing efficiency. These internal controls are outlined in detail in our Internal Controls Policy, which was forwarded to the School District of Philadelphia during the renewal.

Additionally, the school maintains an on-site Business Office and an education management company — OmniVest Management, LLC — to provide back-office support and ongoing financial planning services. The Business Office employs a rigorous purchase order and budget-tracking process to ensure that all expenditures are within the established departmental budgets. OmniVest Management prepares monthly financial packets which are shared with the school administration and Board treasurer and are presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget to ensure that any abnormalities are recognized and addressed promptly.

## **Accounting System**

For the 2011-12 school year, FTCES again contracted with OmniVest Management, LLC to provide its back office and fiscal management services.

OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. FTCES also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is QuickBooks Premier Accountant Edition 2012. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB), including GASB 34. For 2011-2012, the school implemented the new GASB 54 requirements.

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

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

- FTCES Preliminary Statements of Revenues, Expenditures, and Fund Balance 2011-12

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

The school's Board of Trustees has engaged Certified Public Accountant Anthony J. Kubicek (1240 West Chester Pike, Suite 210, West Chester, PA 19382) to conduct our audit for the fiscal year ended June 30, 2012. The audit report for fiscal year ended June 30, 2012 is expected to be completed by November 15, 2012. FTCES will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion. A copy of the audit engagement letter for FY 2012 is attached.

To date, the most recent audit available is the audit for the fiscal year ending June 30, 2011 (our second year of operation). This audit was completed on November 7, 2011, and a copy of this document is attached to this report. The "Management's Discussion and Analysis" can be found on pages 3-6 of this document. A summary of audit results includes the following:

- The auditor's report was unqualified.
- No reportable conditions were disclosed relating to the audit of the financial statements reported in the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and other Matters Based on Audit of Financial Statements performed in accordance with *Government Auditing Standards*.
- No reportable conditions in internal control over major federal award programs (i.e. Title I, Title II, Charter School Program) were reported in the Independent Auditor's Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance.
- There were no audit findings which were required to be reported in accordance with Section 510(a) of OMB Circular A-133.

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

- FTCES Audit 2010-11

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

Franklin Towne Charter Elementary School has not been audited by the Auditor General's office in any year of our current term. FTCES understands our obligation to forward our Financial Statements and Supplementary Information each year for the year ending June 30 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

In summer 2011, FTCES moved into a newly constructed facility at 4259 Richmond Street (Bridesburg section of Philadelphia); a 2.6 acre former grocery store and strip shopping center which was torn down to make way for a modern newly designed and constructed 104,000 square-foot elementary school on three floors. The school incurred approximately \$1.3 million in building improvements costs associated with the new building (including furniture, fixtures, and equipment).

The new school has 43 modern classrooms, 2 science laboratories (one fit out with gas jets), 2 computer laboratories, an art room, math room, resource rooms, full cafeteria and commercial kitchen, administrative offices, a full service gymnasium that can accommodate 800 spectators, and a school store. Outside, the school has a secure play area and a car parking lot for over 70 vehicles and bus staging lanes.

Additional capital expenditures in 2011-12 included approximately \$281K in technology purchases and \$38K in preliminary costs association with the renovation to the school cafeteria to accommodate the expansion of FTCES to 900 students in 2012-13 (see below).

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

To accommodate the expansion to 900 students in 2012-13, FTCES will need to make some technology and furniture purchases.

Additionally, the new school was designed with the latest in educational best practices and contains all of the necessary support space to allow for a safe and secure educational learning environment. However, while the school has adequate instructional space to handle the enrollment expansion, the school will need additional space for its special programming. As such, the school has planned a \$2.25M renovation project. Following is a brief description of the various building improvements and their associated costs:

1. Construct a new 550 seat auditorium with stage and modern audio/visual equipment, and three or four additional classrooms on top of it of approximately 6,384 square feet of newly constructed space and approximately 5,000 square feet of four new classrooms on the second level. This will be built on the southern portion of the property next to the gymnasium. This area was previously designated to be a future library with classrooms on the second floor. The

estimated cost for this addition is \$1,780,750 plus architectural and engineering fees.

2. Eliminate the area in the gymnasium designated for a stage (not build-out yet), close it off and create a music and specials classroom with three additional new administrative offices on top of this new room which will be located on the second floor. This will entail renovating 1,755 square feet and adding 1,755 square feet of new administrative office space. The cost of this improvement is approximately \$175,000.
3. Increase capacity of cafeteria on lower level. Currently, the existing cafeteria can accommodate approximately 275 students. School management would like to double this capacity to allow for the service of more students at one time. A study was undertaken to expand out into the courtyard with a greenhouse-style cafeteria but the cost was too expensive. It was decided it would be more economical to eliminate the Guidance Suite, Special Education Office, and Multi-purpose rooms directly across from the cafeteria thus increasing the capacity by an additional 250 students. The eliminated rooms will be relocated to another area of the school. The cost to improve this 2,450 square feet is approximately \$159,250.
4. Architectural fees are budgeted at \$135,000 which has been confirmed with Environetics Architecture, and FTCES is currently under contract with them to perform this work. All segments of this proposed work are currently under design.

However, as a result of refinancing the mortgage, the school will be able to fund these renovations while still saving approximately \$250K per year in interest costs.

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

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

Franklin Towne Charter Elementary School makes every effort to remain in compliance with federal, state, and local health and safety requirements for our students.

#### **Safety**

FTCES has in a place a Preparedness, Multi-Incident Management and Response Plan as required by the School District of Philadelphia and PDE. This plan incorporates emergency preparedness,

safety programs, and emergency/crisis responses at each location. Fire drills are evaluated according to Philadelphia Fire Department guidelines and are held monthly. These drills are monitored by the appropriate staff members who are assigned specific monitoring responsibilities. The drills are also monitored once in the fall and once in the spring by the Philadelphia Fire Department and a log book of all drills is kept in the administrative office. These drills are to prepare students and staff for any emergency that may arise. The school follows the foregoing fire evacuation procedures:

- There will be an “all clear” issued, via the public address system to advise persons in the fire drill exits to return their floor upon completion of the drill.
- The date and time of fire drill will always be announced in advance. Every student and employee of the school is instructed as follows: If you hear a fire alarm and there has been no prior notification, you must assume that there is a real fire emergency.
- All fire alarm drills are recorded in a log book with all of the relevant information; date, time of drill, the actual time for evacuation, and any other factors. The Philadelphia Fire Department inspects the log book annually.

A copy of Franklin Towne’s PDE-4101 Fire Drill and Bus Evacuation Drill Certifications form submitted to PDE is attached to this report. Additionally, in compliance with Act 104 (HB 101), passed in November 2010, FTCES has executed a Memorandum of Understanding with the local law enforcement agency and will have it re-executed every two years. The local law enforcement agency also signs off on the school’s safe school data prior to submission to PDE.

## **Health**

A nurse is available to provide health services to students at FTCES five days a week. FTCES contracts with the Bayada Nurses for these nursing services, which includes a Registered Nurse who provides the day-to-day nursing services. She is responsible for checking the vision, height, weight, and hearing of students and making necessary referrals to parents when problems are founded. She also is involved in the provision of health education, including safety, nutrition, and healthy living skills.

The nurse is overseen by a certified school nurse who is at the school no less than one day a week. The certified school nurse:

- Provides administrative and clinical oversight of school nursing activities.
- Ensures that all screenings are performed in accordance with state mandates.
- Supplements and reinforce health education curriculum.
- Oversees training of nursing staff.
- Assists in interpreting health needs.
- Provides information related to health issues.
- Assists in budget preparation.

- Prepares and directs staff development presentations in the area of healthcare.

State mandated screenings are scheduled, implemented, recorded and monitored throughout the school year. Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains physical, copy of immunization records, screening results, pupil medical history, emergency contact form, any professional observations, progress notes, problem list with follow up, copy of any nursing care visits, medical administrative release forms, and doctors' prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room at FTCES in a locked file cabinet, available to the nursing staff and is the property of the charter school. Records are reviewed every month by Bayada's certified school nurse to maintain accuracy. The nursing staff and health services agency (Bayada Nurses) comply with all federal, state and local law, rules and regulations regarding the confidentiality of medical records created by it or its employees or contractors. A copy of FTCES' 2011-12 School Immunization Law Report is attached to this report.

Additionally, FTCES submits the Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" to the Division of School Health by September 30<sup>th</sup> each year. As the 2011-12 report is presently being compiled, a copy of our 2010-11 report is attached as evidence of our ongoing compliance. Finally, FTCES is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, we have developed and implemented a school Wellness Policy, which is also attached to this report. Students are also instructed in nutrition, physical fitness, and wellness training. Special emphasis is placed on acquiring positive health habits, including appropriate diet and exercise, making positive and educated decisions, and developing a comprehensive understanding of the detriments of substances on the body and mind.

In alignment with our Wellness Policy, in 2011-12 FTCES partnered with Fuel Up to Play 60! This is an in-school nutrition and physical activity program founded by National Dairy Council (NDC) and the National Football League, based on a mutual commitment to the health of the next generation. This comprehensive program focuses on promoting healthier eating and more physical activity opportunities school-wide. Students and adults worked together to select and implement a series of "Plays" with the aim of making long-term changes in these two important areas.

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

- FTCES PDE 4101 - Fire Drill Certification
- FTCES School Immunization Law Report 2011-12
- FTCES Request for Reimbursement & Report of School Health Services 2010-11
- FTCES WELLNESS POLICY

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

For the 2011-12 school year, FTCES procured insurance coverage through the insurance brokerage firm, The Addis Group, as detailed on the attached ACORD Certificate of Liability Insurance. Our policy is valid through September 13, 2012.

Additionally, FTCES offers its eligible employees and their families health and dental insurance at little or no cost to the employee. FTCES currently offers two choices for health insurance: an Health Maintenance Organization (HMO) at no cost to the employee and an optional buy-up to a Personal Choice Plan. For the first half of 2011-12 these plans were provided by Independence Blue Cross. After receiving more competitive pricing for similarly high quality coverage, FTCES switched to Aetna for its health insurance. Per the Charter School Law, FTCES provides health care benefits that are equitable to those benefits received by employees of the School District of Philadelphia.

Allied Administrators is the school's dental insurance carrier. Additional insurance options (e.g. life, disability) are available to FTCES employees through AFLAC.

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

- FTCES ACORD Certificate of Liability Insurance 2011-12

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

FTCES employed 35 professional staff members during 2011-12 (See attached PDE-414), of which 100% were employed for the entire school year.

FTCES has a high level of staff retention both during the year and from year to year. In 2011-12, 100% of the 18 professional staff members who ended the 2010-11 school year with us returned for the new school year. For the upcoming school year, we anticipate that 34 out of our 35 professional staff members (97%) who completed the 2011-12 school year will return in fall 2012.

As of July 2012, 94.3% of our professional staff met Pennsylvania certification requirements, far exceeding the 75% certification requirement for charter schools. Additionally, the school was 92.8% HQT according to No Child Left Behind guidelines. While this lower than the 100% HQT requirement, our two NHQTs were due to assignments outside of their content areas due to incrementally growing our middle school program per our growth model. As we operate a full-scale middle school program (grades 6-8) in 2012-13, we will be able to employ additional teachers with the required content knowledge. Additionally, one of the NHQTs is a special education teacher who is taking his Praxis exams this summer in middle level English and middle level math to become HQT in those subjects.

We are able to retain most of our staff by providing our teachers with a school environment that is clean, bright, and safe; by providing them with high quality and relevant professional development; by ensuring that staff have the curricular materials, supplies, and technology required to implement our educational program effectively; by providing frequent formal and informal staff evaluation and supporting staff in remediating any areas in need of improvement; by providing staff incentives; and by creating a family environment at the school in which staff and student accomplishments are celebrated.

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

- FTCES PDE-414 2011-12
- FTCES HQT, Course Instructor, and Course Enrollment PIMS 2011-12
- FTCES PIMS LEA Staff Profile October 2011

## **Student Enrollment**

**a.) Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.**

### **Overview**

In accordance with the provisions of Act 22 of 1997 of the Commonwealth of Pennsylvania, Franklin Towne Charter Elementary School maintains an admissions policy that complies with all requirements set forth in that legislation while providing, to the maximum extent allowable, for the selection of students who will most contribute to and benefit from the rigors of its academic community. The Admissions Policies are established and aligned to meet the criteria of the Act 22 (The Charter School Law), Section 1723-A (relating to Enrollment) as follows:

### **The Act**

SECTION 1723-A. ENROLLMENT. (A) "If more students apply to the charter school than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by the charter school, except that the charter school may give preference in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school."

(B)(2) "A charter school may establish reasonable criteria to evaluate prospective students which shall be outlined in the school's charter."

However, FTCES has not previously exercised its right to use sibling preference. In accordance with these and other requirements of the legislation as set forth in the Act, Franklin Towne Charter Elementary School does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis consistent with educational law. We provide ample supports in our

curriculum for students with learning support needs and those who are English Language Learners.

The Charter School utilizes an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Pennsylvania for admission to a public school is qualified for admission to the Charter School. Enrollment applications are accepted on a yearly basis with a static deadline for application submission for the upcoming school year on December 1<sup>st</sup>.

If more students submit applications than can be accommodated by the school's capacity — class, grade, or building — a lottery will be held to enroll students on a specified date that will be made known to all applicants and their families. All students whose enrollment forms are filed by the enrollment deadline are separated by grade and entered into a lottery. A drawing of names is held by grade until all open slots in each grade level are filled, with preference given first to students who reside in the chartering school district (i.e. School District of Philadelphia). All other applications are maintained for the admission of students at a grade level should space become available during the school year. Preference again is given first to students who reside in the chartering school district.

Our public lottery is pulled on the first Friday of February (e.g. this year's is Feb 1, 2013 for the 2013-14 school year).

Regarding the school's ability to meet the needs of parents/students whose native language is not English, we currently have English, Spanish and Arabic versions of our enrolment application available via our school's website and at our front desk. Additionally, we utilize the Translation & Interpretation Services offered by the Philadelphia School District when non-English speaking parents have had questions.

Our school maintains an active website that alerts and educates perspective parents and the public with information regarding our school's policies and deadlines as related to enrollment. In addition we also host two open-house events (fall and spring) and advertise both in the local papers as well as our website.

A copy of the Franklin Towne Elementary Enrollment Policy is attached to this report.

Please note that, for the 2013-14 enrollment period, FTCES is adopting an Admissions Policy and Process which complies with the Charter School Law and which includes provisions on application deadlines, recruitment communications, lottery dates, and results. The policy will also address the new catchment areas for FTCES established by the School District of Philadelphia's School Reform Commission in the school's renewal resolutions. Specifically, FTCES will adhere to the following:

*... The SRC, pursuant to section 6-696(i)(3) of the Public School Code, partially suspends Section 17-1723-A(a) of the Charter School Law, which states: "All resident children in this Commonwealth qualify for admission to a charter school ..." for this Charter School only. The Charter School agrees to establish as its goal and to use its best efforts to enroll 75% of its students from the attendance zones of the following schools: Bridesburg Elementary, Disston Elementary, Forrest Elementary, Lawton Elementary, Mayfair Elementary, Richmond Elementary and Sullivan Elementary. During the Term of the*

*Charter, the School District reserves the right to set specific enrollment target percentages for students to be enrolled from Bridesburg Elementary, Disston Elementary, Forrest Elementary, Lawton Elementary, Mayfair Elementary, Richmond Elementary and Sullivan Elementary. The Charter School first may fill open enrollment slots with students having sibling or founder preferences, as applicable. If enrollment slots are still available after admitting (i) students having sibling or founder preferences and (ii) all applicants from the attendance zones for Bridesburg Elementary, Disston Elementary, Forrest Elementary, Lawton Elementary, Mayfair Elementary, Richmond Elementary and Sullivan Elementary up to 75% of the Charter School's new students, commencing in the 2013-14 school year, the Charter School shall fill the remaining slots on a random basis in accordance with Section 17-1723-A. All other provisions of Section 17-1723-A and the Public School Code shall remain in force, and the Charter School may not exclude children on any basis other than that set forth in this paragraph*

FTCES will submit the revised Admissions Policy to the School District for their approval by August 31, 2012. FTCES understands that the School District annually shall monitor such Admissions Policy and Process to ensure that all students have equitable access to the FTCES during the term of the charter.

**Provide an enrollment history for the past year:**

	<b>Initial enrollment</b>	<b>Number dropped</b>	<b>Number added</b>	<b>Year End</b>
K	75	2	1	74
1	51	1	0	50
2	51	1	1	51
3	49	1	2	50
4	81	0	0	81
5	100	1	1	100
6	81	4	0	77
7	82	4	0	78
<b>Total</b>	<b>570</b>	<b>14</b>	<b>5</b>	<b>561</b>

**Provide the number of students who completed this school year who are currently enrolled to return in September.**

Currently we are fully enrolled for the 2011-12 school year. Of the 561 students who completed the 2011-12 school year, 556 are enrolled to return in September 2012 (99.1%).

**Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.**

Franklin Towne Elementary Charter School had one expulsion in the 2011-12 school year. There were 13 voluntary withdrawals. Students are allowed to withdraw from the charter school at any time, upon written notice by the child's parent or guardian and upon evidence of arrangements at an admitting school.

**b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to,**

**return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.**

FTCES, since its inception, has demonstrated enrollment stability as evidenced by the “churn rate.” The churn rate is calculated by taking the number of students that withdrew during a school year divided by the number of students who were there at the beginning. The churn rates in the chart below from 2009-2011 show that over 90% percent of students who started any given year at FTCES stayed and finished. In 2011-12, this rate improved significantly, with our churn rate at less than 3%.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
Initial enrollment	243	343	570
Withdrawal	23	19	14
<b>Churn Rate</b>	<b>9.47%</b>	<b>5.54%</b>	<b>2.46%</b>

In the decreasing instances of mid-year student withdrawals families cite various reasons for withdrawal, including returning to previous school, moving out of the city, etc.

Another strength of our school is that student year-to-year turnover has been extremely low, as nearly 100% of our students have re-enrolled for the 2010-2011 and 2011-2012 school years and have enrolled so far for the 2012-13 school year. In addition to the return of 556 students that ended our 2011-12 school year with us (99.1%), we will be adding 330 students for the fall as we expand to eighth grade and also add newly approved additional seats in K-8 for a total of 900 students (based on our approved charter renewal by the Philadelphia School District’s School Reform Commission on May 11, 2012).

Of the students completing the 2011-12 school year, only four students are being retained in their 2011-12 grade levels for the upcoming 2012-13 school year, two in kindergarten and two in first grade.

Because our churn rate has been historically low and is consistently improving, FTCES is not in the practice of over-enrolling students.

### **Student Enrollment - Attachment**

- FTCES Enrollment Policy with Sibling Preference

### **Transportation**

In 2011-12, transportation was provided to FTCES students by the School District of Philadelphia for grades K-7.

In 2011-12, none of our students with disabilities required transportation as a related service in their IEPs. FTCES understands that any student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that a specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, FTCES will provide this service at the school's expense. In 2011-12, we did have one student receiving curb-to-curb transportation based on the 504 plan.

## **Food Service Program**

In 2011-12, FTCES participated in the National School Lunch Program (NSLP) as an independent food service authority (previously FTCES had partnered with FTCHS to participate in NSLP). FTCES contracts with a high quality Food Service Management Company — The Nutrition Group — to provide nutritious and appealing breakfast and lunch for our students. In 2011-12, 62.7% of FTCES students qualified for free or reduced lunch under NSLP guidelines.

In 2011-12, FTCES wrote and was awarded a Fresh Fruits and Vegetables grant in excess of \$50,000. This grant will allow FTCES to provide our students with a healthy daily snack as well as ongoing parent and student nutritional education during 2012-13.

## **Student Conduct**

FTCES sets forth its expectations for student behavior in its Code of Conduct (see attached). This Code of Conduct is published in the Student Handbook, which is distributed to each student at the commencement of each school year. Additionally, FTCES has adopted a Bullying and Cyber-Bullying Policy, in accordance with the July, 4 2008 amendment to Article XIII-A Safe Schools of the Public School Code. A copy of this policy is also attached. To ensure compliance with Chapter 12 of the Public School Code, the FTCES Code of Conduct was developed under the guidance of FTCES' legal counsel, James P. Rocco, III. Specifically, FTCES complies with the following procedures related to due process:

### **Due Process for Informal Suspension Hearings**

In suspensions of four to ten days at FTCES, parents and students have the right to an informal hearing. The informal hearing is meant to encourage the student's parents/guardians to meet with the CEO or his designee to discuss ways by which future offenses can be avoided.

The steps below are followed to ensure due process:

- The student and the parent/guardian are notified in writing the reasons for the suspension.

- Parents are provided with sufficient notice of the time and place of the informal hearing.
- Students have the right to question any witnesses present at the hearing, and has the right to speak and produce witnesses on his/her own behalf.
- The informal hearing is held within the first 5 days of the suspension.

### **Due Process Expulsion Procedures**

A Board decision is required to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except;

1. If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals, or welfare of others AND,
2. If it not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

The steps below are followed to ensure due process:

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with sufficient notice of the time and place of the hearing.
- The hearing will be held in private unless the student or parent requests a public hearing.
- The student will have the right to be represented by counsel.
- The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
- The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- The student will have the right to testify and present witnesses on his own behalf.
- A record will be kept of the hearing, either by stenographer or by tape recorder.
- The proceeding will be held with all reasonable speed.
- In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of the Adjudication. If it is alleged that a constitutional issue is

involved, the student may be able to file a claim for relief in the Federal District Court. The student and their parents/guardian will be apprised of these rights.

### **Description of the Due Process Hearing**

At the beginning of the hearing, a duly authorized committee of the Board, or a duly qualified hearing examiner, who need not be a member of the Board, but whose adjudication must be approved by the Board (herein called Hearing Officer) shall inform the student and the student's representative(s) that:

- The School's and the student's representatives shall have the right to examine and cross-examine witnesses; the student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross examination; the charter school has the burden of proving the charges by a preponderance of credible evidence; a transcript of the proceedings shall be maintained and made available to the student's representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.
- The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

- The case will proceed by having the school present its evidence through witnesses and other evidence first;
- The school's witnesses shall be subject to cross-examination by the student's representative; and
- The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.

Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed. The Hearing Officer shall then reach findings of fact upon the charges.

In the event that one or more of the charges is sustained, the Hearing Officer shall then entertain statements from the parties regarding the appropriate penalty outcome. In the event that the parent and/or the student, in an appropriate case, have been served with a copy of the student's past disciplinary anecdotal record in a timely fashion, for consideration at the hearing, such record may be considered by the Hearing Officer in determining an appropriate penalty. The incidents contained within the past anecdotal record shall be subject to proof to the extent that they are denied by the student, as expressed by the student's representative.

The Hearing Officer, upon the conclusion of the portion of the proceeding dealing with penalty determinations, shall make findings of fact and penalty recommendations, if any, to the person

or body which designated him/her immediately upon the conclusion of the long-term suspension hearing.

The Board shall make its own findings of fact and penalty decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent findings of fact and penalty determinations. This process shall be concluded at an open public board meeting, reasonable notice of which shall be provided to the parent prior to the meeting.

The Board's decision (Adjudication) will be communicated to the parent within five days of the Board meeting.

**Provide the number of suspensions and expulsions by student.**

24 FTCES students were involved in 33 suspension incidents and one student was expelled in 2011-12, representing 4.2% of our student body. This represents an improvement over our first two years of operation, in which an average of 7.7% of our students were involved in suspension incidents.

The extremely low suspension rate (4.2% of student body) is a testament to Franklin Towne's fully implemented positive behavior system. FTCES fully implemented a schoolwide positive behavior program in 2010-2011 and again in 2011-12. During the course of the school day students have the opportunity to earn merits for demonstrating appropriate and exemplary behavior inside and outside the classroom. These are given out as slips that are tri-carbonated with one slip going to the front office and one going home so that the children can share the good news with their parents. The front office staff keeps a running tally for each child. Once a child receives 10 merits, their name gets on the merit leader board in our front office. Then, once they get 50 merits, their picture goes up in the hallway. Once they get 60 merits, they get a merit leader wrist band (similar to the Live Strong bracelets). Then, they get a new colored merit leader bracelet at each additional 25 merit increment. In addition to that, we run monthly social events for the children (dances, movie nights, ice cream parties), and any child that has earned their merit leader bracelet during that month, gets to attend for free. Also, in addition to the merit program, FTCES also runs a Student of the Week program, which allows teachers to recognize students that have demonstrated note-worthy behavior (either academically or through improved effort or personal behavior). These Students of the Week have a certificate with their picture hung up in the hallway as well as having their names placed on the school's website.

While we aim to focus on the positive, issuing rewards rather than punishments, occasionally a student's behavior is not appropriate for FTCES, and student is issued demerits. When a student has earned 10 demerits he or she is required to serve a detention. When a student has earned 30 demerits, receives a Saturday detention. All demerits are cumulative for the school year. If a student earns more than 50 in a given year, they are required to participate in a Summer Session — Character Education Building Program. The school has clearly articulated the expectations for students and a description of the demerit system can be found in the Student Handbook.

**Student Conduct - Attachments**

- FTCES -- Discipline Policies 2011-12
- FTCES List of Student Expulsions 2011-12

## **Signature Page**

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

### **School Year: 2012**

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

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

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

---

**Board President**

**Date**

---

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

**Date**

**Verify that all DATA reports to PDE are  
complete            YES \_\_\_\_\_ NO \_\_\_\_\_**

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

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

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

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

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

**Name:** Mr. Joseph M. Venditti, Esq.   **Title:** CEO

**Phone:** 215-289-5000   **Fax:** 215-535-8910

**E-mail:** jvenditti@franklintowne.org

---

\_\_\_\_\_  
*Signature of the Chief Executive Officer and Date*

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

**Name:** Ms. Cynthia A. Marelia   **Title:** Board President

**Phone:** 215-289-3389   **Fax:** 215-288-4041

**E-mail:** fia1@aol.com

---

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

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

**Name:** Juliet Rusak   **Title:** Special Education Coordinator

**Phone:** 215-289-3389   **Fax:** 215-288-4041

**E-mail:** jrusak@franklintowne.org

---

*Signature of the Special Education Contact Person and Date*

## **Signature Page - Attachments**

- FTCES -- AR Signature Sheet Assurance for Compliance with Public Official & Employee Ethics Act
- FTCES -- AR Signature Sheet Assurance for the Operation of Charter Services and Programs