
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 CHS
Address: 5301 Tacony St
Box 310-Bldg 108
Philadelphia, PA 19137-2308

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Franklin Towne CHS

Date of Local Chartering School Board/PDE Approval: 08/31/09 (renewal)

Length of Charter: 5 years **Opening Date:** September 2000

Grade Level: 9-12 **Hours of Operation:** 7:50 — 3:00, Mon — Thurs; 7:50 — 1:30, Friday

Percentage of Certified Staff: 88.95% **Total Instructional Staff:** 55

Student/Teacher Ratio: 17:1 **Student Waiting List:** 1,912 (as of July 1, 2012)

Attendance Rate/Percentage: 95.5%

Second Site Address, Phone Number and Site Director:

N/A

Summary Data Part II

Enrollment: 933 **Per Pupil Subsidy:** \$8,773 regular / \$19,422 special education

Student Profile

American Indian/Alaskan Native:	4 (0.43%)
Asian/Pacific Islander:	25 (2.68%)
Black (Non-Hispanic):	61 (6.54%)
Hispanic:	108 (11.57%)
White (Non-Hispanic):	735 (78.78%)
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
47.6%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 91 (9.78%)

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	188	188
Instructional Hours	0	0	0	0	0	1078	1078

SECTION I. EXECUTIVE SUMMARY

Educational Community

Franklin Towne Charter High School (FTCHS) is an urban charter high school with a college preparation focus, which pairs a rigorous academic and college preparation program with programs aimed at educating children about their post-secondary career options, including culinary, graphic arts, and design vocational coursework. FTCHS opened in September 2000 and was renewed for its third term in Spring 2009. FTCHS completed its eleventh year of operation in 2011-2012. Located in the Historic Frankford Business Arsenal in the Bridesburg section of Northeast Philadelphia, FTCHS currently serves 925 students in grades 9-12 with additional 1,912 students on its admissions waiting list. In June 2012, the School Reform Commission granted FTCHS an enrollment increase of 250 students, raising enrollment to 1,175 students in 2012-2013 and subsequent years. Per an agreement with the School District of Philadelphia, up to 65 percent of the students in each incoming freshman class will be expected to come from the catchment areas of targeted, overcrowded District-run schools in nearby communities in Northeast Philadelphia. FTCHS made Adequate Yearly Progress (AYP) for the sixth consecutive year in 2011-2012, exceeding Pennsylvania's AYP thresholds for graduation rate, test participation, and student achievement in math. The school's outstanding track record has garnered invitations to present at different conferences and conventions. In 2011-2012, administrators from FTCHS were invited to present to at the National Title I Schools of Excellence Conference in Seattle, Washington and The Pennsylvania Distinguished Title I School

Conference in Pittsburgh, PA on how the school went from School Improvement to a nationally recognized high-performing school in under 5 years.

Mission

Franklin Towne Charter High School is a college preparation program willing to do whatever it takes to provide a warm and encouraging family-like atmosphere for all of our students.

Vision

Franklin Towne Charter High School's Vision:

- Graduates of FTCHS will be proficient in reading and mathematics. This will result in an increase in FTCHS' performance on national, state, and local assessments, including the SAT, PSSA, and TerraNova.
- Graduates of FTCHS will be aware of the opportunities that are available to them once they leave school, including postsecondary education and career options.
- Graduates will be prepared academically to enter any major field of study they choose in college.
- FTCHS will cultivate among its students the social and emotional skills necessary in post-secondary work. Our graduates will be prepared socially, not only to deal with the demands of post-secondary study, but also to be leaders in their respective spheres of influence. FTCHS will emphasize social and emotional skills through leadership training, service learning, communication skills development, and life skills training.
- FTCHS will provide course variety, making FTCHS a true "comprehensive" high school. From life skills to honors classes to entrepreneurial/vocational training, FTCHS will have many choices and avenues to follow. FTCHS will have roster flexibility.
- FTCHS will implement interventions as needed to ensure that students have the tools and support needed to succeed in the FTCHS 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).
- FTCHS 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.
- FTCHS will employ a dedicated and "highly qualified" instructional staff.
- Instructional staff will receive relevant and high quality professional development rooted in best practices.
- FTCHS will employ data-driven decision making, using a system of continuous monitoring of student progress.
- FTCHS will fully integrate technology into all areas of the FTCHS 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 FTCHS.
- FTCHS will be a safe learning community, providing a clear and consistently implemented Code of Conduct for student behavior.

Shared Values

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

- **Encouraging Academic Excellence:** FTCHS 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 FTCHS’ 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 honors classes 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 FTCHS promotes a high level of academic excellence for all students, the purpose of our educational program is not to simply groom students for academia. Rather, through an advanced curriculum that pairs our rigorous curriculum with electives in vocational areas, the purpose of FTCHS is to ensure that students fully understand the range of opportunities that are available to students once they leave school. Guided by our PACE Program (Personal Academic and Career Explorations) our students engage in a high school experience designed to help them identify their life goals and to prepare to set them on the path to accomplish those goals. Our educational approach, therefore, is rooted in real-world experiences, providing considerable opportunity for hands-on and experiential learning. We support students in developing both college and career targets and developing strategies to achieve these targets. 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 high school, FTCHS realizes that it is not enough to provide students with only an academic education. 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 freshmen to the time they graduate, FTCHS is responsible for providing students with social supports and life skills training. We accomplish this goal by operating a high-quality guidance/counseling program, employing a school psychologist and school nurse, participating in the National School Lunch Program, partnering with community organizations to provide students necessary services, providing a freshman transition program including our nationally recognized Towne Mentor Program.

- **Together We Can:** Finally, FTCHS believes that a school is only one player in the education of youth. As such, FTCHS provides a team approach to education, bringing administrators, teachers, parents, community members, and student leaders together to move FTCHS toward its ultimate goal of improved student achievement.

Academic Standards

The Franklin Towne Charter High 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, FTCHS 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.
- **Environment and Ecology:** Students will understand the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management, and the development of laws and regulations.
- **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.
- **Economics:** Students will study and understand how individuals and societies choose to use resources to produce, distribute, and consume goods and services. Students will also study and demonstrate knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.
- **Humanities:** Students will study dance, theatre, music, visual arts, language, and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.
- **Career Education and Work:** Students will understand career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government, and economy and their effect on individuals and careers. Students will develop knowledge and skill in job-seeking and job-retaining skills.
- **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.
- **Family and Consumer Science.** Students will understand the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

FTCHS assesses the attainment of these academic standards for the purpose of college graduation and to develop strategies for assisting students to attain them. Assessment of these standards is accomplished in various ways including, but not limited to, state and local standardized tests (i.e., PSSA, SAT-10); benchmark assessments tied to curriculum (e.g., unit tests); student performances, presentations, and research products; and student portfolios. Students with disabilities at FTCHS may attain these standards by completion of their Individualized Education Programs under the Individuals with Disabilities Act. FTCHS provides assistance to those students having difficulty attaining these academic standards.

Strengths and Challenges

Franklin Towne Charter High School celebrated several large accomplishments and awards in 2011-2012. We are thrilled to announce that we have achieved AYP for the sixth consecutive year! FTCHS was designated a National Title I School of Excellence and also received Pennsylvania State Distinguished Title I School recognition.

Each year, the Franklin Towne Charter High School convenes a group of administrators, teachers, parents, Board of Trustees members, and community members to assess the school's progress toward meeting the goals of our charter and to prioritize areas in need of improvement for the upcoming school year. FTCHS' strengths and areas of opportunity from the 2011-2012 school year are as follows:

STRENGTHS

Exceeding Pennsylvania's Student Achievement Targets: During the last four years, FTCHS has made significant strides in meeting our academic goals, we were proud to celebrate our **sixth consecutive year of achieving AYP in 2011-2012**. In 2011-2012, 85.2% of our students were proficient or better in math and 79.6% of our students were proficient or better in reading. By continuing to implement our PSSA Attack Plan, peer tutoring, and our new system for improved monitoring of student progress through our Guidance Department, we are confident that we will continue to raise student achievement in the upcoming years.

2011 National Title I Distinguished School — Administered by the Division of Federal Programs, Franklin Towne was identified and recognized for its results in significantly closing the achievement gap between student groups. Selected as the only school to represent Pennsylvania at the national level, Franklin Towne's success was due to its use of research-based strategies, creation of opportunities for all students to achieve, coordination of efforts with other Title I programs, implementation of sustained research-based professional development and establishment of partnerships with its parents, families and within the community.

Kicking-Off High School the Right Way: In 2011-2012, FTCHS continued the Towne Mentoring Program, a comprehensive transition, orientation and mentoring program welcoming new students and their parents to high school. In the spring and summer of 2011, approximately 120 of FTCHS' upperclassmen were trained to be student mentors to the incoming freshmen class. The program launched with a Towne Mentoring Orientation Day before the start of school, at which the school administration and Towne Mentors welcomed freshmen to the school, reviewed school rules and procedures, pointed out the things that make FTCHS special and what opportunities there are at the school, helped the freshmen navigate the school, and had "fun" welcoming the students to the school. Towne Mentors were rostered into the same advisory/study hall period as their mentees in order to provide continuous guidance and support. Additionally, throughout the school year, the mentors stayed in contact with their students through planned social events at the beginning of the school year and through a series of follow-up sessions on topics such as study habits, getting involved in extracurricular programming, making the right choices, course selection, etc. The goals of the year-long program were to:

- Provide new students with continued reinforcement of positive values
- Provide a continuing source of information as new challenges are encountered
- Maintain the mentors in a position to be positive role models
- Provide a positive atmosphere that will encourage students to stay in school
- The mentors monitor progress and act as a safety net for new students
- Mentors act as liaisons between teachers, counselors, and administrators

FTCHS found that the Towne Mentoring created positive year-long connections between upper-classmen and the freshmen students, helped eliminate the stressors common in transitioning from middle school to high school, and created a more spirited student body.

Preparing Students for the Future: One of the primary aims of FTCHS is to expose students to the multitude of options that are available to them after graduation. As such, we endeavor to provide students with the supports they need to graduate on time and to provide them with first class college and career planning. In 2011-2012, FTCHS again realized our vision with a graduation rate exceeding 99% (of seniors graduating).

More importantly, of our graduating seniors in 2011-2012, the majority had indicated concrete plans for the future at the time of graduation. A total of 91.6% of all graduating seniors indicated that they will be pursuing post-secondary education with 53.3% attending four-year colleges and 33.4% attending two year colleges, and 4.7% attending trade schools in the fall. Additionally, 3.3% have enlisted in the military. FTCHS seniors received a reported \$1,978,254 per year (\$7,913,016 million over four years) in scholarships and financial aid, primarily from the universities our students will be attending. These impressive statistics speak to FTCHS' success in helping our students, not just to succeed in high school, but also to succeed in the real world.

Full Complement of Extracurricular Programming: FTCHS believes that extracurricular programming is an integral part of a student's positive high school experience and that success in extracurricular activities often supports success in the classroom and improves a student's self esteem. In 2011-2012, over 365 students participated in 15 clubs offered, including academic clubs (e.g., Math Club, National Honor Society, Science Club, Historical Society), special interest clubs (e.g., Best Buddies Club, Chess Club, Film & Lit Club, Culinary Club), communication and arts clubs (e.g., Art Club, Debate Club, Yearbook, Communications Club, Graphic Design Club), and leadership clubs (e.g., Student Council, Towne Mentoring). The 21st CCLC grant, FTCHS is starting an after-school music program with FTCHS. Additionally, the grant has helped fund summer sports camps and will be used to create a woodshop for an afterschool woodworking club.

Additionally, FTCHS had 209 student athletes participate in 13 sports teams in 2011-2012, which competed in the Philadelphia Public League and the Pennsylvania Interscholastic Athletic Association (PIAA) District XII, in both the AAA and AA Categories. Sports offered include: Boys/Girls Soccer, Field Hockey, Boys/Girls Cross Country, Boys/Girls Basketball, Cheerleading, Wrestling, Baseball, Softball, and Boys/Girls Track & Field. FTCHS athletes had a very successful year:

- 14 FTCHS athletes were acknowledged as 1st Team All Public, 10 as 2nd Team All Public and 23 Honorable Mentions for outstanding performance at by District XII.
- FTCHS Cross Country, Both Boys and Girls XC won the First ever Charter School Championship.
- FTCHS Cheerleaders, won 2nd Place in the Large Varsity Division of the Philadelphia Public League Competition.

- FTCHS Wrestling Team, Won the District XII AA Championship, Ryan Roberts won 1st place in the 145lbs weight class at DXII Championships (second year in a row) and Five other wrestlers placing in the top 4 in their weight classes; George Klein 2nd, Tyler Keller 3rd, Anthony Barrett 3rd, Kaelin Burke 4th and Ryan Shane 4th. George Klein received the Larry Imgrund Award, this award goes to the wrestler that exudes the greatest level of all-around acumen, leadership, sportsmanship, academic, and attitude
- FTCHS's Varsity Softball Team, was the District XII Public League Champs for the AAA division, third year in a row.
- FTCHS's Varsity Baseball Team, George Klein made the Carpenters Cup team roster.
- FTCHS Girls Soccer Team won the District XII City Championship after being the runner up for 7 years. Rachel Gilborges was named Girls Soccer Player of the Year by Northeast Times.
- FTCHS Track and Field, Naje Benton was the 2012 Public League Long Jump Champion. This year 9 students were named to All Public Teams.
- FTCHS Athletics started the "Towne Booster Club". There were over 10 events this school year that raised over \$45,000. The Booster Club helped financially with Championship Jackets for both the Girls Soccer Team and the Wrestling Team. They also helped pay for new uniforms for the Softball, Field Hockey and Girls Soccer Team. The Booster Club provided over \$700 of athletic equipment need by Spring Sports Team.

Through some of these extra-curricular activities, FTCHS students have opportunities to provide service for the surrounding community. Our main means of community service is through the National Honor Society and Student Government who participated in activities such as blood drives, cooking dinner for families at the Ronald McDonald house, and participating in trips to local nursing homes. Other groups that have completed community service activities have been the Best Buddies and students athletes.

Investing in Professional Growth: In 2011-2012, all teachers received professional development in numerous areas including: best instructional practices, special education, technology, curriculum-specific issues, school-wide issues, focus on power standards, and cross-curricular grade level meetings. Three new themes were introduced as recurrent topics, curriculum development, college readiness, and literacy. Additionally, teachers new to the profession participate in additional professional development through the Induction Program, including the hours spent in a teacher-mentor relationship, an additional 5 hours of professional development workshops, and completion of three research-based projects and one reflection paper.

Following up on previous years trainings and success, in June 2011, one teacher and the principal from Franklin Towne Charter High School attended a five-day institute by PEAK Learning Systems. PEAK is a comprehensive approach to education that incorporates the findings of the best researchers and thousands of successful implementing practitioners. It empowers educators to help every student succeed by focusing on effective instruction, meaningful assessment, and motivating factors that foster long-term retention and application of knowledge. Attendees of the summer institute were able to learn and apply:

- Teaching and assessment strategies that significantly raise achievement
- Classroom curriculum approaches that accelerate and deepen learning
- Ways to improve learning and exceed standards
- Techniques that ensure success with the best strategies
- How to effectively work with difficult learners

The summer institute is an interactive experience that combines learning new knowledge and skills, deepening understandings, and working together with top implementing PEAK instructors in ways to effectively increase achievement. For administrators, it is an excellent opportunity to learn how to effectively lead and support instructional improvement, develop critical next steps in implementation, and how to help educators work with all students using effective instruction and assessment practices.

AREAS OF OPPORTUNITY

During the last few years, FTCHS has made significant strides in meeting our academic goals. As stated earlier, 85.2% of our students were proficient or better in math and 79.6% of our students were proficient or better in reading.

Continued Growth in Academic Achievement: Our preliminary data indicates that we will make AYP in math and reading in 2011-2012, with increase in both areas. In math, students showed a 17.5% improvement over 2010-11 scores, and in reading the growth was 4% over the previous year. This would indicate that we have established a strong basis on which to build. With the recent announcement that Pennsylvania will be moving away from the 11th grade PSSA as a way to measure AYP in order to implement Keystone Exams we will need to continue to evaluate the effectiveness of our academic plan and modify it as needed to ensure students meet the new measures of proficiency. We will need to develop a preparation plan, analogous to our PSSA attack plan, in order to ensure our students are, and are able to demonstrate, proficiency in the required high school content and prepared to achieve their post-secondary goals.

Implement Best Practices in Instructional Methods: Over the last three years, FTCHS has embraced the “Teaching for Excellence” approach from PEAK (Performance Excellence for All Kids), which draws upon the best, research-supported practices to ensure student success. The understanding and use of the Six Keys is the essential component ensuring all students achieve their maximum performance potential. The Six Keys to ensure high levels of motivation and consequently maximum achievement are contained in six fundamental human needs for: (1) Safety, (2) Success, (3) Love & Belonging, (4) Freedom & Independence, (5) Fun & Enjoyment, and (6) Valued Purpose. Translating into action, the six keys provide the means for student achievement to encompass far more rigorous content and reach even higher standards than typically seen in school. “Teaching for Excellence” is a set of concepts, tools, methods, approaches, strategies, and techniques used by master teachers to help all students reach performance excellence.

Found at the NASSP conference in March 2009, PEAK immediately spoke to the staff of FTCHS in terms of how it could be transformational in the classroom. Already successful in terms of academic achievement, FTCHS felt the best practices outlined in the PEAK toolkit would help make classrooms more engaging and enable teachers to bring students to the next level academically. While the overall PEAK philosophies fit perfectly into the culture at FTCHS and provided a common language about student needs for teachers and leaders, the repertoire of the teacher toolkit fell right in line to what was needed in the classroom to further engage students. Additionally, as the school made the shift to block scheduling, it was essential that teachers gained a wider range of tools to engage students over a longer time period (80 minutes). Having attended the PEAK training in the past three summers, FTCHS now has the internal capacity to provide in-house training, continue the expansion of their toolkit, and introducing additional best practices into the classroom.

Through extensive professional development including modeling, teachers have been able to implement a variety of best-practices school-wide. The teacher's toolkit provides best practices in a large array of topics including curriculum alignment, test preparation, teaching, classroom management, formative assessment, engagement strategies, and giving directions. The school has successfully implemented several of these methods over the last three years, and with the new and updated strategies learned this summer, further opportunity remains to expand the best practices implemented and ensure all teachers understand and use these methods to ensure students are reaching their full potential. This is particularly important considering the need to continually improve to meet rising performance targets.

Curriculum Re-Design: With the inception of the new Standards Aligned System (SAS) framework by the state of Pennsylvania, FTCHS began to re-design our curriculum to ensure alignment with the state standards during the 2010-2011 school year. Completion of a rigorous and fully aligned curriculum in all content areas and courses was undertaken during the 2011-2012 school year with fully articulated curriculum maps created to guide instruction and ensure student achievement. Additionally, a re-sequencing of the science curriculum and the addition of multiple entry points into the math curriculum were developed and will be implemented for the coming school year. As we implement the new curriculum and sequences, we have the opportunity to evaluate their efficacy. This provides an area of focus for future improvement assessing the impact of the new sequences as well as integrating the Common Core Standards into our SAS aligned curriculum.

An additional area of growth for FTCHS is increasing the level of rigor of our course offerings in multiple content areas. This includes offering a third level of courses such as Spanish, French, and Art as well as the re-introduction of Advanced Placement Courses, beginning with 4 (AP Calculus AB, AP Literature, AP World History, and AP US History) in the coming school year. Curriculum has been designed and rosters adjusted to accommodate these changes and we will continue to focus on successful implementation of these courses as well as looking to see what additional offerings could be available.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Franklin Towne Charter High 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. In 2008-2009, this group met to develop our charter renewal application, which serves as our five-year strategic plan. This plan includes the required components set forth in section 4.13 of Pa. Code 22. In 2011-2012, this group met again to develop our charter agreement modification requesting an addition 250 students. FTCHS 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, Professional Education Plan, Technology Education Plan).

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bianchino, Joseph	Franklin Towne Charter High School	Administrator	FTCHS CEO
Carragher, Laura	Franklin Towne Charter High School	Secondary School Teacher	FTCHS CEO and Teachers
Dodd, Susan	Franklin Towne Charter High School	Parent	FTCHS Board of Trustees
Donovan, Nicole	Franklin Towne Charter High School	Administrator	FTCHS CEO
Drewry, Patrick	Franklin Towne Charter High School	Ed Specialist - School Counselor	FTCHS CEO
Eglin, Robin	Omnivest Properties/Management, LLC.	Business Representative	FTCHS Board of Trustees
Enggasser, Harry	Franklin Towne Charter High School	Board Member	FTCHS Board of Trustees
Enggasser, Kathy	Bridesburg Civic Association	Community Representative	Board of Trustees
Field, Patrick	Franklin Towne Charter Elementary School	Community Representative	FTCHS Board of Trustees
James, Sharmon S.	Franklin Towne Charter High School; Director of Student Services	Ed Specialist - School Psychologist	Educational Specialists
Koo, Eugenia	Franklin Towne Charter High School	Administrator	FTCHS CEO
Kurtz, Daniel	Franklin Towne Charter High School	Administrator	FTCHS CEO
Loranger, Timothy	Franklin Towne Charter High School	Administrator	FTCHS CEO
Marelia, Cynthia A.	Franklin Towne Charter High School	Board Member	FTCHS Board of Trustees
Ochs, Gina	Franklin Towne Charter High School	Special Education Representative	Educational Specialists
Reiser, Melanie	Ominvest Properties/Management LLC	Business Representative	FTCHS Board of Trustees
Rorer, Joshua	Franklin Towne Charter High School	Administrator	FTCHS CEO
Stokes,	Franklin Towne Charter High School	Secondary School	FTCHS CEO and

Robert Venditti, Joseph M.	Franklin Towne Charter High School	Teacher Administrator	Teachers FTCHS Board of Trustees
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Goals, Strategies and Activities

Goal: I. FOUR-YEAR GRADUATION RATE

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

Strategy: Parent Involvement

Description: Parents will be encouraged to be active participants in their children's education, assessment, and college and career planning.

Activity: Back-to-School Night

Description: Freshmen parents are especially encouraged to attend Back-to-School Night each fall to learn more about the FTCHS program and the role they play in keeping their children in school through graduation.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Communication with Home

Description: The FTCHS administration communicates the test dates and the importance of attendance in a series of letters sent home. Dates are also posted on the FTCHS website. Upcoming assignment and testing alerts are emailed to parents via the Echalk powered www.franklintowne.org website. In addition, FTCHS utilizes an auto dialing system "ParentLink" to announce important dates and inform parents of absences and lateness.

Person Responsible Timeline for Implementation Resources

Loranger, Timothy	Start: 7/1/2010 Finish: Ongoing	\$64,000.00
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Status: In Progress — Upcoming

Activity: Esembler

Description: FTCHS has successfully utilized the Esembler grading system for the past few years and will continue to do so.

FTCHS admin staff has researched and demo several SIS, LMS, and Grading systems and will continue to do so. However, FTCHS possess a "best of breed" systems offers a multitude of usability and reporting. The Esembler system is a web-based grading system, which allows FTCHS parents, students, teachers, and staff to access student grades, attendance, and assignments in real-time. Esembler is accessible via the Internet to all enrolled students and their parents.

Person Responsible Timeline for Implementation Resources

Loranger, Timothy	Start: 7/1/2011 Finish: Ongoing	\$14,000.00
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Status: In Progress — Upcoming

Strategy: Transition Services to High School Freshmen

Description: FTCHS has reallocated time from the freshman schedule to provide transition services for incoming freshmen aimed at easing transition into a new educational environment.

Activity: Freshmen Skills Clinics

Description: FTCHS supports freshmen transition into high school with a series of assemblies geared toward successful student skills and habits. Topics covered include: study skills, note-taking methods, organization skills and test-taking strategies. Topics are reinforced within freshmen courses to strengthen students' abilities through utilization of the skills covered.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 9/1/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: P.A.C.E.

Description: Pennsylvania state requirements assert that students complete a culminating project in order to be granted graduation status by a school. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information

and communicate significant knowledge and understanding. Franklin Towne allows students to complete this project through its PACE program. Meant to address Personal, Academic and Career Expectations, PACE is a multi-year program containing activities students complete in each grade level towards determining their post-high school plans and college aspirations. Students in 9th grade begin with understanding basic information about college. Sophomores continue to learn about specific college aspects and explore their career interests. Juniors extend the program through standardized testing and completing searches for colleges, opportunities and scholarships that suit them. Seniors complete the college application process including the request for financial aid.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Towne Mentoring

Description: FTCHS provides a year-long transition for freshmen students (pairing them with upperclass mentors), aligned to state standards. Topics covered include: the value of a high school program, academic expectations, study skills, learning styles, listening skills, SQ3R reading method, taking effective notes, time management, test preparation, test taking skills, conflict resolution, Seven Habits of Highly Effective Teens, career assessment and research, college research, goal setting, and the college application process.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: II. Improve Student Achievement in Reading and Mathematics

Description: We will meet the following academic goals for reading and math: Reading: 2012-2013 — 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. Math: 2012-2013 — 90% of student 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 PSSA Success

Description: FTCHS will celebrate PSSA success in a manner similar to the way high schools have always celebrated athletic success.

Activity: Advertise PSSA Student Success

Description: FTCHS will hang posters of the year prior's 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 FTCHS Hall of Fame.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Beginning of Year & 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

Koo, Eugenia	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Dress Down Days

Description: FTCHS students who score Advanced or Proficient on the PSSA will be permitted to dress down (i.e. not wear their uniform) on a designated day each week for their entire Senior Year.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Motivational Rally on Test Days

Description: A pep rally and breakfast will be held in the morning on each testing day to get students excited and in the mindset that they can achieve.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Inform Students

Description: FTCHS will communicate the test dates to students and inform them of the importance of attendance on these days.

Activity: Beginning of Year & 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

Koo, Eugenia	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Motivational Rally on Test Days

Description: A pep rally and breakfast will be held in the morning on each testing day to get students excited and in the mindset that they can achieve.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Monitoring Student Progress

Description: FTCHS has implemented a student progress monitoring system that requires teachers to evaluate and address performance every week. These evaluations include student achievement data from teacher observations, student performance on unit tests and quizzes aligned with the FTCHS curriculum, grades on student projects and performances, journal, portfolio assessments (especially in English), FTCHS PSSA practice tests, Study Island reports, benchmark exams, etc. Analysis was helped to determine general areas of weakness and predictions of proficiency based upon past year's student performance on practice tests versus eventual PSSA performance. Remediation topics and students assigned to participate in remediation were based on this historical data.

Activity: Freshman Placement Test

Description: During the spring of their 8th grade all incoming freshman student are required to participate in a baseline test in the areas of English and mathematics. FTCHS uses an abbreviated version of the nationally normed TerraNova test. The results of the test are used in conjunction with incoming school records to determine the appropriate academic track.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Study Island

Description: Students will use the web-based Study Island preparation program, which provides individualized instruction and ongoing assessment and is directly aligned with the PSSA.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 7/1/2011	\$26,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Parent Involvement

Description: Parents will be encouraged to be active participants in their children's education, assessment, and college and career planning.

Activity: Esembler

Description: Esembler is a web-based system that allows FTCHS parents to access their children's grades, attendance, and assignments in real-time.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Provide Effective Supports for Struggling Students

Description: FTCHS has employed many strategies and interventions to ensure that students who are-at-risk of failure, or those not making reasonable progress, are being addressed.

Activity: Prep Zone

Description: Each student has the ability to achieve at Franklin Towne; however, there are times that everyone needs a helping hand. At the Prep Zone, students can receive one-on-one tutoring in all their subject areas, work independently in the computer lab, take part in college preparation seminars, or complete work with their peers in a relaxed and safe atmosphere. The Prep-Zone is open Monday — Thursday from 3:00pm to 4:30pm. The administrative fee budget displayed includes estimated "in-house" cost for technology Support per school year.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 7/1/2010	\$8,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: School-based Tutoring and Homework Assistance

Description: Students can participate in peer-tutoring (from National Honor Society students) during a well-structured Study Hall period and after-school.

Person Responsible Timeline for Implementation Resources

Kurtz, Daniel	Start: 8/1/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Wilson Reading Program

Description: 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.

Person Responsible Timeline for Implementation Resources

Kurtz, Daniel	Start: 8/1/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Test Preparation

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

Activity: Practice Tests

Description: Every Friday, beginning in September, the Math Departments administer practice tests utilizing PSSA released items and PSSA Power Words that replicate the format of the actual math PSSA test. Students take three practice tests throughout the year. PSSA Practice Test is administered in October, December, and February to all juniors. After the second test, all juniors are met with to discuss individual results, their testing environment preference, and remediation schedule if necessary.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Remediation

Description: Based upon individual student performance for each anchor on Practice Tests, students receive remediation to address areas of weakness, further exposing them to items that they will encounter on the PSSA both in content and in format.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 1/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Study Island

Description: Students will use the web-based Study Island preparation program, which provides individualized instruction and ongoing assessment and is directly aligned with the PSSA.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 7/1/2011 Finish: Ongoing	\$26,000.00
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Status: In Progress — Upcoming

Activity: Towne Power Word Announcement

Description: PDE has published a set of English and Math PSSA Glossary words that each 11th grade student will be exposed to on the test. Each morning, an English and Math word and definition will be incorporated into the morning announcements. Teachers will post these words on a PSSA word wall in each classroom. This will allow children to be exposed to critical words throughout the course of the entire instructional day and year.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Strategy: Time for In-depth Learning

Description: FTCHS will modify our class roster to provide extended periods of uninterrupted instructional time.

Activity: Implement Block Scheduling

Description: Description: During 2009-10, the A/B block model adopted in our freshman program in 2008-09 was implemented school-wide. Block scheduling will t best prepare FTCHS students for the demands of college studies, Block scheduling is a type of academic scheduling model in which each student has fewer classes per day for a longer period of time (80 minutes instead of 45). By utilizing a Block Schedule FTCHS students will have more time in their core academic

classes and our teachers will have the valuable time to engage their students in truly meaningful activities.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 8/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: III. Post-Secondary Planning and Readiness

Description: FTCHS will expose students to the multitude of options that are available to them after graduation, through college and career planning. Additionally, we will develop within our students the skills they need, not just to get into college, but to succeed in their post-secondary endeavors.

Strategy: Career and College Exploration and Preparation

Description: FTCHS will encourage students to investigate potential careers and courses of studies, serve as a liaison between students and potential colleges and/or employers, and provide them with services to prepare them for entry into college or the workforce.

Activity: Career Day

Description: Sophomores investigate potential careers areas of interest with speakers that visit Franklin Towne. Professionals from many fields visit and discuss work environment, skills and benefits along with the education necessary/required to be successful in the occupation.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: College Day

Description: Underclassmen at each grade level learn about steps they should take as early as their freshmen year to prepare for post-secondary options. College exploration occurs through opportunities to speak with staff about their alma maters and learn about advantages/disadvantages of various college environments.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: College Fair

Description: In order to help our students get a jump-start on college admissions, Franklin Towne holds three college fairs each year.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Financial Aid Night

Description: FTCHS supports families of senior students in completing the FAFSA and provides seminars describing types of aid available and various scenarios and options families are likely to encounter. Underclassmen families also receive information for planning purposes and are exposed to opportunities to help predict future financial needs.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Kaplan PSAT/SAT Test Preparation

Description: All students in 10th and 11th grade received 30 minutes of instruction per week using Kaplan's test preparation PSAT and SAT advantage curriculum to prepare them for the SAT college entrance exams. All students at Franklin Towne were also offered a twelve-hour SAT preparation course facilitated by trained and certified Kaplan instructors. Kaplan is a world leader in test preparation who provides an edge for high-achieving students seeking competitive academic and professional opportunities. Kaplan offers preparation for more than 90

standardized tests for college and graduate school admissions, English language proficiency and professional licensing.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: P.A.C.E.

Description: Pennsylvania state requirements assert that students complete a culminating project in order to be granted graduation status by a school. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Franklin Towne allows students to complete this project through its PACE program. Meant to address Personal, Academic and Career Expectations, PACE is a multi-year program containing activities students complete in each grade level towards determining their post-high school plans and college aspirations. Students in 9th grade begin with understanding basic information about college. Sophomores continue to learn about specific college aspects and explore their career interests. Juniors extend the program through standardized testing and completing searches for colleges, opportunities and scholarships that suit them. Seniors complete the college application process including the request for financial aid.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Parents College Night

Description: FTCHS hosts informational seminars for parents to expose them to ways for supporting student exploration and preparation for post-secondary success.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Introduce Students to College Study

Description: FTCHS will prepare students for success in college by introducing them to college-level courses and high school courses structured similarly to the college class model.

Activity: Dual Enrollment

Description: Through partnerships with local colleges and universities, juniors and seniors have the opportunity to take college-level courses while simultaneously a student at Franklin Towne. Participating students must meet academic, attendance and discipline standards set forth by both Franklin Towne and the participating college (Manor College) to qualify. Successful completion of a course through dual enrollment earns students credit at the college level and will be reflected on their Franklin Towne transcript. Students are still required to maintain a full course-load at Franklin Towne.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Implement Block Scheduling

Description: Description: During 2009-10, the A/B block model adopted in our freshman program in 2008-09 was implemented school-wide. Block scheduling will t best prepare FTCHS students for the demands of college studies, Block scheduling is a type of academic scheduling model in which each student has fewer classes per day for a longer period of time (80 minutes instead of 45). By utilizing a Block Schedule FTCHS students will have more time in their core academic classes and our teachers will have the valuable time to engage their students in truly meaningful activities.

Person Responsible Timeline for Implementation Resources

Koo, Eugenia	Start: 8/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize?

The Franklin Towne Charter High School employs a rigorous academic curriculum for students at all achievement levels, designed to prepare all students for success in college. FTCHS offers two educational tracks, one “regular education” and one more advanced “Honors” track. However, both tracks provide students with the courses needed for college acceptance and are designed to develop the skills needed for success in college and beyond.

With the inception of the new Standards Aligned System (SAS) framework by the state of Pennsylvania, we re-designed our curriculum to ensure alignment with the state standards. The curriculum alignment started with the English Department during the 2010-2011 school year. Completion of a rigorous and fully aligned curriculum in all content areas during the 2011-2012 school year, with fully articulated curriculum maps created to guide instruction and ensure student achievement, represents the culmination of the two-year project. Additionally, a re-sequencing of the science curriculum and the addition of multiple entry points into the math sequence were developed and will be implemented for the coming school year. This new curriculum includes using the Wiggins and McTighe Understanding by Design (UbD) model to promote inquiry-based instruction and ensures that every lesson plan can be tied to a specific state standard.

FTCHS uses curriculum materials from the following publishers:

Science <ul style="list-style-type: none"> • Physics First • Biology • Chemistry 	<ul style="list-style-type: none"> • Scott Foresman • Glenco/McGraw Hill • Houghton Mifflin
Mathematics <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II • Trigonometry/Pre-Calculus • Calculus 	<ul style="list-style-type: none"> • Prentice Hall • McDougel Litell • McDougel Litell • McDougel Litell • McDougel Litell
English	Holt Rinehart Elements of Literature
World Languages	Holt Rinehart
Social Studies <ul style="list-style-type: none"> • World History 1 & 2 • American History • American Government 	<ul style="list-style-type: none"> • Prentice Hall • Prentice Hall • Prentice Hall

Some of the advance courses (including Advanced Placement courses) use different curriculum materials than those stated above.

Highlights of the FTCHS 2011-2012 curriculum included:

- Block Scheduling
- Dedicated Study Hall Period
- Freshman Transition Programming
- Dual Enrollment
- College and Career Planning
- Career and Technical Education
- Freshman Technology Introduction

Block Scheduling: In order to best prepare FTCHS students for the demands of college studies, FTCHS operated in a Block Format during the 2011-2012 school year. Block scheduling is a type of academic scheduling model in which each student has fewer classes per day for a longer period of time (80 minutes instead of 45). By utilizing a Block Schedule FTCHS students have more time in their core academic classes and our teachers have the valuable time to engage their students in truly meaningful activities.

Study Hall — Study hall was implemented in the fall of 2007 and was conducted as a focused time during the school day in which every student completed academic work. It remained as a dedicated period at the same time for all students for the 2011-2012 school year (3rd Period). Study hall has been used for the benefit of academic process since its inception in 2007 and continues to contribute to the culture of learning in the school. Study hall continues to provide a focused time period at which students completed academic assignments and worked with teachers.

Freshman Transition Programming: One of the major school improvements implemented in 2006-2007 was the addition of mandatory transition programming for all incoming freshmen. Now in our seventh year of transition programming, Towne Mentors uses upper-class student mentors from within the school to transition the incoming students each year. Each new 9th grade student is assigned an 11th or 12th grade student mentor in the spring of their 8th grade year. These mentors serve as guides to ease the transition from middle school to high school as well as provide information and assistance to ensure student success throughout their freshmen year and beyond.

Dual Enrollment: Through partnerships with local colleges and universities, juniors and seniors have the opportunity to take college-level courses while simultaneously a student at Franklin Towne. Participating students must meet academic, attendance and discipline standards set forth by both Franklin Towne and the participating college (Manor College) to qualify. Successful completion of a course through dual enrollment earns students credit at the college level and will be reflected on their Franklin Towne transcript. Students are still required to maintain a full course-load at Franklin Towne.

College and Career Planning: As exposing students to the opportunities available to them after high school is central to the mission of FTCHS, career and college planning is integrated into the curriculum in grades 10-12. FTCHS hosts career fairs and many of the junior and senior language arts classes invite speakers from different colleges to make presentations on their offerings, on life skills, and on the school to career transition. Additionally, a Vocational Job Coach works on transition plans for special education teachers. The Vocational Program provides a functional academic and community based training curriculum for students in need of Life Skills curriculum

to provide real life training opportunities to prepare them for adult life. The program is further explained in the special education section of this annual report.

Career & Technical Education: One of FTCHS’ most innovative components is a first-class elective program in career and technical education, where students can learn real-world skills in the culinary arts, art, and graphic arts and design. FTCHS has developed an impressive group of collaborating career and technical education partners, including: the Culinary Institute of America, the Art Institute of Philadelphia, the culinary program at Johnson and Wales University, the Restaurant School at Walnut Hill College, and CCAP (Careers through Culinary Arts Program); and these relationships provide students with valuable linkages to potential employers and postsecondary career and trades program. A sampling of our career and technical education course offerings follows:

Design I	1.0 credit
<p>This class teaches students the basics of the graphic arts industry and its relationship to computer technology. Students will work with a variety of technology applications such as Adobe Photoshop, Illustrator, and InDesign. Students in Design I will design logos, flyers, brochures, posters, and artwork, and will learn the skills required for employment in the graphic arts industry.</p>	
Culinary III	1.0 credit
<p>Prerequisite: Culinary I & II, teacher permission</p> <p>Culinary III is for the serious culinary student planning a career in the hospitality industry. This class can be customized to meet the individual needs of students to gain acceptance to Culinary school, prepare for cooking competitions, compete for scholarships and awards, and to find employment. The course will emphasize speed and technique that will be refined with practice. Students will analyze foods, menus, costs and the food industry workplace. Students will participate in retail food outlets and will cover additional material including breads and cookies, cakes and pies, cream and custards, food service management and customer service.</p>	
Drama	1.0 credit
<p>Based on student interest, Drama is an elective option for sophomores, juniors, and seniors. Historically, creative and performing arts options for courses and participation in clubs have yielded high student participation and met the needs and interests of students beyond the school’s college prep efforts. The drama course addresses performance on a more in-depth and intense level in which students gain further understanding of the art than from mere participation in after-school plays. Topics that are covered include oratorical presentation, scene choreography, backstage actions, etc. Students are exposed to the tasks that are encountered when putting on a production from planning stages to execution both on stage and behind the scenes, including historical perspectives. Drama is considered a great help in building public speaking skills, self-confidence and poise.</p>	

Art I**1.0 credit**

Art I is a semester-long course that is designed to provide the beginner art student with the fundamental knowledge of fine arts. The course focuses on various techniques, processes, and materials used in drawing, painting, printmaking, and three dimensional media. The course also provides a general knowledge of art history and vocabulary.

Introduction to Technology: Intro to Technology is designed to bring students to a basic level of proficiency in applying computer technology in the educational setting. Emphasis is placed on file-management and appropriate technology use in a network environment. Students are introduced to fundamental computer concepts, beginning keyboarding skills, word-processing, multi-media presentations, Internet applications and spreadsheets. They become familiar with digital media and digital publishing as well as software to create graphic presentations incorporating all phases of their learning. Attention is devoted to legal issues, copyright law, and safety.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

Using the SAS website, FTCHS has created curriculum maps for all disciplines, which include content to be taught, skills to be learned, assessments to be used (i.e. performance indicators), and the PA Standards and Anchors that will be met. These maps are broken down by week, and are available in the Office of the Principal at FTCHS. Additionally, the publishers listed above provide additional supports in aligning the curriculum to the PA Standards.

How is the curriculum organized to meet the developmental and academic needs of students?

FTCHS has developed a curriculum sequence organized to meet the developmental and academic needs of our students, as follows:

2011-2012 CURRICULUM SEQUENCE	
9TH GRADE	
<u>Regular Education</u>	<u>Honors</u>
English 9	English 9
Algebra 1	Algebra 1
World History 1	World History
Physics First	Physics First
World Language	World Language
Technology	Technology
10TH GRADE	

Regular Education	Honors
English 10	English 10
Geometry	Geometry/Algebra 2
World History 2	World History 2
Chemistry	Chemistry
World Language 2	World Language 2
Elective	Elective
11TH GRADE	
Regular Education	Honors
English 11 American Lit.	English 11 Honors Lit.
Algebra 2	Pre-Calculus
Biology	Biology Honors
Elective	Elective
Health/PE	Health/PE
12TH GRADE	
Regular Education	Honors
English 12 British Lit.	English 12 Honors Reading
Math	Calculus
Science Elective	Science Elective
American History	American History
Elective	Elective
Elective	Elective
PSSA Remediation	PSSA Remediation

In response to the need to align our curriculum and courses with SAS as well as provide a rigorous college prep program, we are planning some revisions to the current course sequence for the coming year including creating multiple entry points into the math sequence (based on the results of the incoming student testing on the norm referenced SAT 10 assessment) and shifting the science sequence to include Biology for freshman and creating a high-level Physics course for juniors.

Another way in which FTCHS ensures that the curriculum is developmentally sound is by requiring all freshmen to participate in the transition programming described above. It is not enough that students are academically ready for the FTCHS, but we need to provide them the developmental supports needed to transition into high school (e.g., time management, study skills, goal-setting).

Finally, we ensure that our students are placed in the correct academic level by first administering a placement test (a nationally normed standardized assessment) in reading, math, science, and social studies to all incoming students in the spring before their freshman year and later by employing continuous assessment techniques. A different version of the same protocol is administered at the end of the freshman year to provide growth data both school-wide and student-by-student. In using continuous assessment, we are also readily able to provide students with interventions and academic supports when they first demonstrate the need.

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. Starting with the Wiggins and McTighe Understanding by Design model, FTCHS developed curriculum maps starting with the Enduring Understandings and Essential Questions in each of the contents. These were then cross-checked to the PA State Standards to ensure they were aligned. Instruction, activities, and assessments were then developed to support inquiry —based instruction to meet the instructional objects. This is further evident in the curriculum maps that FTCHS developed for all subjects and all grades. When developing these maps, departments 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). The focus was to ensure the bulk of the instruction was focused on higher-order, inquiry based activities.

For example, we have designed our curriculum maps to include that the skills that students will develop include some lower-order thinking (e.g., Restate, summarize, and paraphrase information linked to Standards R8.A.1.4 and R8.A.1.5; Identify literary elements such as plot, setting, characterization, point-of-view, and theme linked to Standard R8.B.1.1; summarize plot linked to Standard R8.A.1.5). However, most of the skills we endeavor to develop are higher-order (e.g. Distinguish fact from opinion linked to Standard R8.B.3.1; Evaluate and author's argument, including intent and tone linked to Standard R8.B.2.2.; Analyze symbolism and allegory linked to standard R8.B.2.1). FTCHS requires that each teacher provides both types of instruction, with the ultimate aim of promoting in-depth learning and developing critical thinking skills. And, just as we require our students to develop higher-order skills, we require our teachers to use assessments that measure students' capacity for critical thinking. For example, in our English classes, teachers use portfolio assessments of persuasive essays, reflective essays, original speeches, and comparison-contrast essays rather than solely using multiple choice exams.

Finally, our block scheduling provides the time required for more in-depth learning opportunities.

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?

During the spring of their 8th grade all incoming freshman students are required to participate in a baseline test in the areas of English, mathematics, science and social studies. FTCHS uses the nationally normed SAT 10 assessment . The results of the test are used in a diagnostic fashion in conjunction with incoming school records to determine the appropriate academic track and to set up any interventions and supports needed. Our transition programming for freshman helps students to develop skills and learning strategies to help them through the curriculum including note-taking, study skills, preparing for a test, and reading strategies. Additionally, we use supports such as teacher appointment, tutoring, and homework assistance as well as after school remediation classes to further develop. Through the implementation of a block schedule and incorporation of best instructional practices and strategies promoted by PEAK Learning Systems, students get more time in each content area and are teachers ensure that students are

learning all essential skills to a mastery level, regardless of their exposure to the content before coming to FTCHS. Additionally, FTCHS was awarded a 21st Century CLC After School Program which began serving students in December of 2011 to provide another avenue for student to receive additional academic support.

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

“Teaching for Excellence” provides best practices in a large array of topics including curriculum alignment, test preparation, teaching, classroom management, formative assessment, engagement strategies, and giving directions. Through extensive professional development and method modeling, the school has successfully implemented several of these methods over the last two years.

Incremental Development — is the process of gradually deepening the extent and/or breadth to which the students are taught a concept or skill over numerous lessons and units as a part of distributed practice.

Distributed Practice — is a process in which a topic or skill is introduced, explained, practiced, and reinforced over an extended period of time. Throughout this process, learning is distributed over time to increase the retention of knowledge.

Launch Buttons — a method that focuses students together for directions and transition to and from activities in the classroom. Student attention is focused on the teacher until the launch button is used. Student action only begins when the launch button is activated. Launch buttons exist in several forms and can be as simple as a phrase (e.g. “When I say go...”) or use of music as the indicator (e.g. “When the music starts...”).

One Step Directions — technique of delivering directions piecemeal to guarantee students remain on-task and bolster their understanding of the tasks, activities or assessment that follows.

Deflective Directions/Questions — in the effort to make students safe in their learning, deflective directions and questions generalize the audience that is addressed. For example,

- instead of “Why do you think the triangle is isosceles?”, the question would be “How would someone else in the room prove that the triangle is isosceles?”
- instead of “Open your textbook to Section 4.1”, the direction would be “Make sure everyone around you has their textbook open to Section 4.1”.

Whether direction or question, students are not spotlighted for a mistake, allowing them to feel safe and for learning to occur.

Support Stations — areas in the classroom where students can obtain what they may need to be fully engaged in the learning process. Learning Support Stations are places on the wall or on a counter where students can go (without their work, paper, pencils, or cameras) to study hints, answers, solutions or exemplars. When they are organized well, they free the teacher to help the students in greatest need. They also can give the

teacher indications of areas of difficulty by the specifics of student trips to the support stations. Support stations are of two varieties — classwork or assessment. Types of support stations are solution stations, answer stations, hint stations, example stations, exemplar stations, information stations, and knowledge banks.

Testing by Objective — a method of assessment that enables teachers to determine student mastery of content, ensure student accountability through grading tiers, identify areas in need of remediation, streamline retesting and create opportunities for student success. Assessments are localized to defined objectives that contain a requisite number of questions that allow students to demonstrate long-term understanding of content as objectives current and prior learning objectives in conjunction with the premises of distributed practice and incremental development of learning.

Franklin Towne 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. Department heads, administrators, and teachers are involved to a greater extent in the evaluation of strategies as part of the ongoing curriculum development and revision process. Some of the innovative teaching strategies used to engage students at FTCHS include:

Active Comprehension Skills: During our year-long focused Professional Development on Literacy, teachers in all contents were given tools and strategies to improve reading comprehension and student metacognition. These active strategies included a focus on: Setting Purpose for Reading then as students go through the reading process in a Before-During-After framework they , Predict, Visualize, Connect, Question, Clarify, and Evaluate what they are reading and what they are thinking and learning. These skills were implemented in all content areas, not just English classes.

Vocabulary Development: Specific vocabulary instruction techniques such as the Frayer Model, Vocabulary Frames, Vocabulary Cards, and instructional activities such as Total Response Vocabulary, Concept Bundles, and Cut it Out (from the PEAK Toolkit) was a focus in teacher professional development resulting in the growing proficiency of our faculty in facilitating our students learning and applying content vocabulary as well as building a broader academic vocabulary.

Project Based Learning: Whenever possible, students participate in project-based learning to promote more in-depth learning. As past project was in the Physics First class, students participated in a semester-long project titled “Physics of Toys” where students learned how toys and household objects function by exploring the physics behind these items. The project involved both physics concepts and an oral presentation (optionally with PowerPoint) graded with a performance rubric. In Law students have participated in mock trials to help concepts come alive. In Biology, teachers have tapped into the recent fascination with forensic science by conducting a Forensics Hair Lab. The students in the culinary courses have operated the Coyote Cafe for profit, allowing them to apply their culinary learning and combine it with business development and management skills. And social studies students have participated in the Stock Market Game 2000.

Community as Classroom: Whenever possible, FTCHS teachers are encouraged to draw upon the wealth of community resources (e.g. museums, theaters, businesses, etc.) to make learning come alive for students and to provide them with a link between their classroom learning and the real world. For a past example, physics students have participated in Drexel University's Engineering Week, science students have toured the University of Pennsylvania science labs, and biology students have worked with the Delaware River Ecosystem Studies analyzing water samples. Art classes visited the Philadelphia Art Museum, culinary students participated in local cooking competitions, science classes capitalized on the programs at the Franklin Institute, and English students have attended performances at regional theatres related to their Shakespeare studies. One of the areas where this Community as a Classroom strategy is most prevalent is in the special education Life Skills classrooms. These students participate in our community-based instruction program, going to Target and Wal-Mart to learn consumerism skills and going food shopping to learn how to plan for meals and reinforce consumerism skills.

Rigorous Instructional Program - Attachments

- FTCHS - INDUCTION APPROVAL 07092009
- FTCHS - PD APPROVAL 03302011

English Language Learners

In 2011-2012, FTCHS did not serve any English Language Learner students. However, having served ELL students in the past, 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. FTCHS 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 description of FTCHS' program for English Language Learners follows below:

I. ELL Program Goals and Philosophy

Franklin Towne Charter High School prepares ELL students to integrate both academically and socially into the mainstream school community. This is accomplished by fostering in second language learners a sense of pride in the work they complete, in both English and their native language. To reach this goal, ELL students need specific instruction and time to make connections between their first language and English.

FTCHS works to meet the range of needs our ELL students present. These needs vary as populations of ELL students are diverse in number, academic background, and native language spoken. FTCHS teaches beginners basic English communication and literacy skills, and the English Language Arts Department is dedicated to ensuring that all ELL students are guaranteed meaningful access to the entire curriculum. Additionally, FTCHS works to ensure ELL students' equitable access to extracurricular activities.

ELL student success is measured in terms of their rate of English language acquisition using PA state benchmarks and FTCHS' academic performance standards. FTCHS uses a variety of educational approaches designed to meet the fundamental educational goals of:

- Providing appropriate academic models and instructional support to assist ELL students in order that they may meet the same, high academic standards required of all students.
- Building confidence and motivation in ELL students to learn and use English so they will become proficient in speaking, reading, writing and understanding the language.
- Enhancing ELL students' abilities and opportunities to meaningfully participate in all aspects of FTCHS.

In achieving these overriding goals, FTCHS uses specially trained ELL staff to:

- Appropriately identify, assess, and place ELL students.
- Notify parents (in a language they can understand) of services available to ELL students, such as school activities, special meetings and events, student progress reports, and extracurricular activities, in order that they can make well-informed decisions about their children's participation in FTCHS' programs.
- Provide appropriate assistance, intervention, and referrals for behavioral and other issues that negatively impact ELL student achievement.
- Monitor ELL student progress and continued academic success after reclassification as non-ELL.
- Facilitate parent and community involvement in schools.
- Provide a process for ongoing evaluation and improvement of services to ELLs.

II. Educational Approaches:

FTCHS' plan for the provision of services to ELL students is designed to ensure the English language development of ELL students and to make certain a lack of English proficiency will not constitute a barrier to receiving the same services, access to programs, and quality of education provided by the charter school to all students.

ELL instruction at FTCHS involves a variety of approaches which research shows to be effective in facilitating English language development with second language learners. Approaches used may include a combination of those outlined and depend on the individual needs of ELL students.

- **Transitional bilingual (TBE):** This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing

skills in English. The primary purpose of a TBE program is to facilitate the ELL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

- **Maintenance bilingual (MBE):** The Maintenance Bilingual Education, also known as late exit bilingual education model, or developmental, allows students to become fully bilingual and bi-literate based on the underlying instructional principles of the program. In contrast to the TBE Model, whose purpose is the use of the native language to transfer into total English instruction, the maintenance model seeks to maintain and continue to develop the native language as well as English.
- **English as a Second Language (ESL):** A program of techniques, methodology, and special curriculum designed to teach ELL students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is in English with little or no use of native language.
- **ELL Pullout:** is used generally in elementary school settings. Students spend part of the day in a mainstream classroom, and are “Pulled out” for a portion of the day to receive instruction in ESL.
- **ELL Class Period:** is generally used in middle schools and high schools where students receive ELL instruction during a regular class period and also receive course credit for the class. Students may be grouped for instruction according to their English language proficiency level.
- **Content Based ESL(CBESL):** an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching the English language.

Decisions as to which educational approach(es) is used, and what portion of time is allocated to each component, are made collectively with input from the Principal, Assistant Principal, School Psychologist/ELL Coordinator, Special Education Coordinator, ELL teachers (if applicable), ELL consultants (if applicable), and mainstream teachers. Counselors, ELL and mainstream teachers, parents, building administrators, and the School Counselor/ELL Coordinator may be involved in making decisions regarding the academic program of particular students.

FTCHS' Academic Committee reviews the ELL program design to be certain it includes a purposeful plan for English language development and appropriate access to the entire instructional program.

FTCHS is committed to providing ongoing staff development focused on educating staff on instructional methodologies specific to English language development and cultural considerations specific to ELL student populations and their families on an as needed basis.

III. Identification of the Primary Language other than English

All students registering at FTCHS are required to complete a Home Language Survey. Families registering students whose first language is other than English, or who speak a language other than English at home or with friends, or who has previously been in an ELL or bilingual program

in school, or whose parents need the services of an interpreter for meetings are asked to notify the FTCHS through the Home Language Survey.

Students who indicate a Primary Home Language Other than English (PHLOTE) are administered the W-APT unless they have records of final grade of B or better in core subjects (math, language arts, science, and social studies) AND scores of Basic or better in reading, writing, and math on the PSSA or equivalent out-of-state assessment. FTCHS has access to a qualified ELL consultant to administer the W-APT. Parents of students who test eligible for ELL services have a right to refuse this service. Parents refusing ELL services are asked to sign a Refusal of Services form.

IV. Assessment of ELL Students:

Evaluation of ELL students' English language proficiency is set at reasonable intervals in order to track student progress, maintain proper instructional placement, and comply with the No Child Left Behind Act (NCLB), which requires annual testing of ELL students and notification to be sent to the parent of any student found eligible to receive ELL services.

ELL students are administered the IPT Oral, Reading, and Writing tests appropriate to their grade level each year. One or more of the following IDEA, IPT II , IPT 3 English language proficiency tests is given to the prospective ELL student:

- Ballard & Tighe Oral IPTII
- Ballard & Tighe Reading IPT3
- Ballard & Tighe Writing IPT3

The FTCHS School Psychologist/ELL Coordinator is responsible for ensuring staff is appropriately trained to administer the IDEA IPT assessments. Examiner's manuals and other training materials from Ballard and Tighe, publishers of the IPT test battery, are studied by applicable staff prior to administering the IPTs. Newly trained staff first observe a trained test administrator and is observed administering the test before being allowed to test students for the purpose of assessing English language proficiency. The School Psychologist/ELL Coordinator maintains records of trained staff.

For students found eligible to receive ELL services, test results are recorded on an ELL Student Record form (SRF) and included with the actual test protocols in an active ELL student file maintained by the School Psychologist/ELL Coordinator. The School Psychologist/ELL Coordinator and ELL teacher are responsible for ensuring that mainstream teachers who work with a particular ELL student are aware of the results of the IPT assessments.

Dissemination of this information is accomplished by providing those teachers copies of proficiency test level summary sheets and individual student results. The summary sheets include indicators of the language competencies students can be expected to possess when they score at a given level of the IPT tests. Test results for students qualifying for placement directly in the mainstream are forwarded to the school secretary for inclusion with the student's cumulative file.

Finally , FTCHS will also administer the state-mandated Assessing Communication and Comprehension in English State to State for English Language Learners assessment (ACCESS for ELLs) annually.

V. Staffing and Professional Development:

Staff hired as ELL teachers meet all FTCHS requirements for hire. The Principal is responsible to make sure that instructional staff is appropriately licensed to teach what they are assigned to teach. FTCHS supports the earning of the ESOL endorsement by working in conjunction with regional institutes of higher education.

VI. Exiting:

In order to meet the required State exit criteria for Pennsylvania’s English language instructional programs for ELLs, FTCHS shall use both of the required exit criteria listed below. In addition, FTCHS will ensure that students meet one of the 2 additional exit criteria provided below to exit from an English language instructional program:

Required Exit Criteria:

- **Score of Basic on the annual Pennsylvania System of School Assessment (PSSA).** SPECIAL CIRCUMSTANCES: For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to Basic on the PSSA. For students that are in a grade that is not assessed with the PSSA, RCS must use each of the remaining criteria listed below to exit students.
- **Scores of 5.0 on a Tier C ACCESS for ELLs assessment (see Items A and B below for cutoff score flexibility)**

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

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

<u>Grade Level</u>	<u>ACCESS Score</u>	<u>Required W-APT Scores*</u>
9-12	4.8-4.9	5.0 in each domain

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

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

Additional Exit Criteria:

- Final grades of C or better in core subject areas (Mathematics, Language Arts, Science, and Social Studies).
- Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA.

An ELL student may exit the program at any time during the course year once the above criteria are met. Documentation of all exiting decisions and assessment results will be filed in the student’s cumulative folder.

A copy of our Home Language Survey, which, per the above, is administered to all new students, is attached. After review, these surveys are filed in individual student files, which are available for on-site inspection upon request. Relevant data from the Home Language Survey is reported in various PIMS templates throughout the year.

English Language Learners - Attachments

- FTCHS - ED HUB LEP ACS 11-12
- FTCHS - ELL ACS (FEB) 11-12
- FTCHS - LEP IMMIGRANT ENROLLMENT PROFILE 11-12

Graduation Requirements

To graduate, all FTCHS students must successfully complete 24 credits as follows:

	Classes of 2012 & Forward
English	4 credits
Math	4 credits
Science	4 credits
Social Studies	3 credits
World Language	2 credits
PE/Health	1 credit
Electives/Arts & Humanities	5 credits
PSSA*	1 credit
Total	24 credits

Since attendance is such a vital part of the educational experience, all seniors must comply with all attendance plans and policies in order to meet the requirements for graduation.

*PSSA proficiency is a graduation requirement. All students must demonstrate proficiency either through the actual test or through remediation.

PSSA Remedial Program: The PSSA remedial program is designed as a program that upon completion, students will demonstrate proficiency in both English and mathematics. Students

whose performance on the PSSA indicates that they must be remediated to achieve proficiency are required to take a full-year class and undergo an articulated anchors-based curriculum. Students in these classes work with teachers to achieve mastery in all the critical skill areas and must achieve a C or better to pass.

P.A.C.E.: Pennsylvania state requirements assert that students complete a culminating project in order to be granted graduation status by a school. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Franklin Towne allows students to complete this project through its PACE program. Meant to address Personal, Academic, and Career Expectations, PACE is a multi-year program containing activities students complete in each grade level towards determining their post-high school plans and college aspirations. Students in 9th grade begin with understanding basic information about college. Sophomores continue to learn about specific college aspects and explore their career interests. Juniors extend the program through standardized testing and completing searches for colleges, opportunities, and scholarships that suit them. Seniors complete the college application process including the request for financial aid and present final PACE portfolio.

Special Education

FTCHS provides a first class special education program for students with special needs. In 2011-2012, FTCHS served special education students, representing 9.78% of our student population.

Franklin Towne Charter High School offers a comprehensive support process for all students. Our child-find process helps provide assistance (on a school level) to our students and families that may be experiencing difficulties with personal, emotional, educational, or social issues. Students or parents may refer themselves for services by contacting any member of our school's administrative or guidance team.

FTCHS employs three main models for educating students with special needs: inclusion, learning support, and life skills. Our primary model, dictated by the individual needs of our identified students and reflected in their IEPs, is a full inclusion model with in-class support, including co-teaching when appropriate. Students are placed in the Least Restrictive Environment based on their Individualized Education Program (IEP). Newly enrolled students who report to Franklin Towne that indicate that they currently receive special education services are evaluated to ensure appropriate placement in academic classes and that all necessary supports are provided to the student. For further information on policies and procedures please contact the Special Education Coordinator. The three available models can be described as such:

- **Inclusion:** Inclusion classes are “general education” classes in which IEP students receive accommodations for their special needs. In many instances, as dictated by the needs of the students, these classes are co-taught. A special education lead teacher and the Director of Student Services works closely with the special education teachers (case manager or co-teacher) and the general education teachers to help provide the necessary supports for students. When possible, this model involves bringing the support services to the student (rather than moving the student to the services).

- **Learning Support Classes:** These classes are dedicated special education classes that are “adapted” classes based on the “regular education” model. These are smaller classes (15-18 students maximum) that are taught at a reduced pace by a special education teacher using modified curriculum when necessary.
- **Life Skills Classes:** The classes are designed to meet the life skills needs of students with significant impairments including autism, mental retardation and other developmental disabilities. The curriculum is designed to establish and enhance student’s skills in daily living, employment, consumerism, and socialization.

In 2009-10, FTCHS invested considerable time and effort into improving its transition programming. Additionally, in 2010-2011, FTCHS developed a Vocational Transition Program for students receiving Life Skills support through their IEPs. This program was continued during the 2011 — 2012 school year to include supports for identified 12th grade students to provide critical skills outlined in the transition plans of their IEPs. For those students that chose to continue the program after 12th grade, the school works to provide real life training opportunities to prepare them for adult life. The completion of this program can serve as an important transition from the school environment into the work environment. Following are the goals and conditions of Franklin Towne’s Vocational Transition Program:

Goals

- Provide age appropriate activities to all students
- Train in natural environments in the community
- Well planned training environments in the community
- Integrate students with co-workers/supervisors/customers without disabilities
- Focus on functional academics (reading and math) that improve performance in a community work site
- Evaluate student progress and adjust as needed based on student performance and preference

Conditions

- Complete traditional 4 year high school program
- Junior year IEP meeting decision to graduate with diploma or certificate of completion
- Senior year participate in graduation ceremonies based on above decision
- Year 5 return to FTCHS enrolled in Vocational Program
- Diploma received at age 21

Special Education - Attachments

- FTCHS - SPED DISCIPLINE POLICY
- FTCHS - SPED POLICY AND PROCEDURES

Special Education Program Profile - Chart I

Teacher	FTE Type of class or support	Location # of Students	Other Information
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Catapult Therapy	Occupational Therapy	Less than 1 hour/week
Margaret Swanson, Medical Practitioner	IEP Review for MA ACCESS	As needed, less than 1 hour per week
Lynn Priole	ACCESS Coordinator	0.25
Therapy Source	Occupational Therapist/Occupational Therapy	2.5 hours/week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

<u>Test/Classification</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
PSSA Reading	No	No	No	No	No	Yes	No
PSSA Mathematics	No	No	No	No	No	Yes	No
PSSA Writing	No	No	No	No	No	Yes	No
PSSA Science	No	No	No	No	No	Yes	No
Study Island	No	No	No	Yes	Yes	Yes	No
Pearson SAT 10	No	No	No	Yes	No	No	No

Student Assessment

PSSA RESULTS

During the last five years, FTCHS has made significant strides in meeting our academic goals. We are proud to celebrate our **six consecutive year of achieving AYP in 2011-2012**. In 2011-2012, 85.2% of our students were proficient or better in math and 79.6% of our students were proficient or better in reading.

The chart below provides a longitudinal comparison of our 11th grade mathematics PSSA scores over a ten-year period. The math AYP threshold for 2011-2012 was 78% proficiency, which FTCHS exceeded by 7.2% with 85.2% of our students scoring at or above proficiency on the math PSSA.

		Basic and Below	Advanced and Proficient	Percentile of Increase/Decrease
	2002-03	91.2	8.8	N/A
	2003-04	85	15	6.20%
Math	2004-05	72.3	27.7	0.20%
	2005-06	82.2	17.8	-9.90%
	2006-07	44.8	55.4	37.6%

	2007-08	38.1	61.9	11.7%
	2008-09	45.7	54.3	-7.6%
	2009-10	37.1	62.9	8.6%
	2010-11	32.5	67.7	4.8%
	2011-12	14.8	85.2	17.5%

The reading threshold for 2011-2012 was 81% proficiency, which FTCHS missed by 1.4% with 79.6% of our students scoring at or above proficiency on the reading PSSA. However, this represents a 4.1% increase in proficiency over the year prior, allowing FTCHS to make AYP through the confidence interval calculation. The chart below provides a longitudinal comparison of our 11th grade reading PSSA scores over a nine-year period.

		Basic and Below	Advanced and Proficient	Percentile of Increase/Decrease
	2002-03	71.9	28.1	N/A
	2003-04	72.1	27.9	0.20%
Reading	2004-05	61.1	38.9	11%
	2005-06	62.8	37.2	-1.70%
	2006-07	38.7	60.5	24.10%
	2007-08	35.6	64.4	6.4%
	2008-09	34.1	65.9	1.5%
	2009-2010	24.3	75.7	9.8%
	2010-2011	24.5	75.5	-0.2%
	2011-2012	20.4	79.6	4.1%

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

During the spring of their 8th grade, all incoming freshmen students are required to participate in a baseline test in the areas of English and mathematics. This year was the second year FTCHS used the Pearson SAT 10. This exam provides valid and reliable objective measurement of achievement. The results of the test are used in conjunction with incoming school records to determine appropriate academic track (i.e. regular education or college prep) and to develop an intervention/remediation plan for any student exhibiting a severe deficit in reading or math. This year, FTCHS extended the use of this exam by administering it to 9th graders at the end of the year to provide information about progress after one year of attending FTCHS.

With the recent transition to Keystones by PDE, we will be shifting our testing plan for next year to account for the administration of the Keystones as both end-of-year exams and to 11th grade students. This will include benchmarking that is Keystone-related with similar objectives as our PSSA practice testing. This will be in addition to general benchmarking for the school, for which CDT (Classroom Diagnostic Tools) is being considered. The Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation. The CDT reporting system is fully integrated in the Standards Aligned System (SAS). It assists educators in identifying

student academic strengths, and areas in need of improvement, by providing links to classroom resources. The diagnostic reports feature easy-to-follow links to targeted curricular resources and materials, including units and lesson plans found within the SAS system.

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.

FTCHS has implemented a student progress monitoring system that requires teachers to evaluate and address performance every week. These evaluations include student achievement data from teacher observations, student performance on unit tests and quizzes aligned with the FTCHS curriculum, grades on student projects and performances, journal, portfolio assessments (especially in English), FTCHS PSSA practice tests, Study Island reports, etc. Analysis was helped to determine general areas of weakness and predictions of proficiency based upon past year's student performance on practice tests versus eventual PSSA performance. Remediation topics and students assigned to participate in remediation were based on this historical data.

Teachers are required to notify all parents and students of performance shortcomings, and those notifications are monitored by department heads. 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 an achievement plan complete with goals and intervention plans (e.g. tutoring, targeted assignments, Study Island, etc.). Additionally, the bi-weekly reports are also shared with the CEO, Principal, Assistant Principal, Dean of Students, School Psychologist, and Director of Special Education and are evaluated for patterns across performance, attendance, discipline, and behavior.

PSSA "Attack Plan":

- PSSA Power Words - PDE has published a set of English and Math PSSA Glossary words that each 11th grade student will be exposed to on the test. Each morning, an English and Math word and definition will be incorporated into the morning announcements. Teachers will post these words on a PSSA word wall in each classroom. This will allow children to be exposed to critical words throughout the course of the entire instructional day and year.
- PSSA Practice Test is administered in October, December, and February to all juniors. After the second test, all juniors are met with to discuss individual results, their testing environment preference, and remediation schedule if necessary. In 2011-2012, FTCHS added a mini-test in September prior to the three practice tests. The reading mini-test was administered in the first week of instruction and results were analyzed to provide information regarding student needs by testing anchor. In math, the mini-test focused on stand-alone geometry skills from 10th grade (skills not re-taught or reviewed as part of the 11th grade curriculum). By analyzing skills by anchor, teachers are able to target areas of concern at the classroom level prior to the first official practice test.

- Remediation (Afterschool and Saturday) by anchor assessment in January/February.
- Motivational Rally assembly prior to testing in March
- Hold assembly honoring Advanced and Proficient students in the fall.
- School-wide motivation strategies included hanging posters of Advanced and Proficient students throughout the school and allowing all Seniors who score Advanced or Proficient to dress down and wear “Franklin Towne gear” every Monday for the entire academic year.

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 2011-2012, FTCHS employed many strategies and interventions to ensure that students who are-at-risk of failure, or those not making reasonable progress, are being addressed. Some of the interventions used included:

Wilson Reading Program - 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.

Study Island - In this web-based PSSA preparation program, students received targeted and individualized instruction linked to assessment anchors with which students are struggling.

School-based tutoring and homework assistance - Students can participate in peer-tutoring (from National Honor Society students) during a well-structured Study Hall period and after-school.

Prep Zone - Each student has the ability to achieve at Franklin Towne, however, there are times that everyone needs a helping hand. At the Prep Zone, students can receive one-on-one tutoring in all their subject areas, work independently in the computer lab, take part in college preparation seminars, or complete work with their peers in a relaxed and safe atmosphere. The Prep-Zone is open Monday — Thursday from 3:00pm to 4:30pm

Esembler - A web-based teacher/student/parent grade book system that allows all FTCHS academic stakeholders access to real-time information regarding assignments (missed or completed), tests, quizzes, projects, and labs.

Echalk - Teacher websites that allow teachers to effectively communicate with both students and parents with regards to both short and long-term academic program goals. Some of the features on FTCHS teacher websites are: homework assignments, project outlines, class syllabus, threaded discussion groups, email links, guided notes, and study guides.

Student Assessment - Attachments

- FTCHS - AYP REPORT PACKET 2011-2012
- FTCHS - AYP SUMMARY 2011-2012

Teacher Evaluation

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

The purpose of Franklin Towne Charter High School's teacher evaluation plan is to employ evaluation procedures that engage both teachers and administrators in a professional dialogue about students, teaching, and learning. 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.

All teachers at FTCHS are provided with a list of the school's professional teaching standards (attached), the purpose of which is to provide guidance for teachers during their years of service to the FTCHS Vision and Mission. The following standards are what we expect of all our teachers and staff members and include: Classroom Environment, Preparation and Planning, Instruction, Assessment, and Professional Responsibilities.

The Franklin Towne Charter High School employs a three-tier teacher evaluation plan. Each year the administration sets aside time before school to review the evaluation process to promote consistent implementation. Included on the agenda for the first day of summer pre-service is a review of the requirements and expectations of the Teacher Evaluation Plan. All teachers received the same minimum number of observations using the same protocols regardless of experience or years employed at Franklin Towne.

The Principal conducts several formal and informal training sessions with all persons responsible for teacher evaluations which include reviewing and understanding all elements of the process and FTCHS teaching standards, providing exemplars of the evaluation documents, doing evaluations and post-observation conferences together, and quarterly reviews of observations and the observation process.

Tier 1 — Observations:

The focus of the Tier 1 observation is to observe and evaluate the teaching method used and the evidence of learning. Each observation cycle consists of two events: classroom observation(s), and a post-conference. Each teacher has a minimum of 6 observations

per year; 4 completed by their department head and 2 conducted by a building administrator. The observations focus on assisting the teacher in developing professionally. Each administrator observation occurs before the mid-term of each semester. The department heads complete one observation per half-semester.

Observation Requirements:

The department head or administrator observes, unannounced, a 30-40 minute portion of the lesson (Franklin Towne operates on an 80 minute-block schedule).

The observer focuses on the instructional method used and the evidence of effective instruction and learning. The observer documents the observation using the Administrative Observation Form (attached).

Post-Conference Requirements:

Post-Conferences are conducted in a timely manner; normally within two 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 based on FTCHS teaching standards
4. Provide opportunities for self-reflection
5. Guide the teacher toward relevant professional opportunities
6. Possible referral for peer observation
7. Possible referral for follow-up observation.

The post observation conference is documented by signatures by both the teacher and observer on the Administrative Observation Form. Signatures do not reflect agreement of the findings, only recognition that a post observation conference was held.

Tier 2 — Follow-up Observation

If a concern was raised during any of the 6 observations, that concern is addressed with administration and may warrant a follow-up observation. The focus of the follow-up observation(s) is to document each teacher's progress on professional development goals linked to suggestions documented during the evaluation process.

Each follow-up observation cycle consists of three events: a pre-conference, classroom observation(s), and a post-conference. The administrator focuses on assisting the teacher in developing professionally based on the feedback from the observation that indicated a concern.

Pre-Conference Requirements:

The pre-conference takes place 3 — 5 school days prior to the classroom observation. The teacher and administrator discuss the concerns and set a time and date for the follow-up observation of a lesson that includes the teaching method or activity of concern. The teacher and administrator review the information related to the FTCHS Teaching Standards and the specific lesson to be observed.

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. The administrator will document the observation on the Administrative Observation Form.

Post-Conference Requirements:

Post-Conferences are conducted in a timely manner; normally within two 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 based on FTCHS standards of teaching
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 teacher toward relevant professional opportunities
11. Discuss possible referral for a peer observation to improve teaching strategies.
12. Discuss the original area(s) of concern and any other area(s) of concern that may have been present during the follow-up observation.

A summary of the post-conference is recorded and placed in the teacher's personnel file.

Tier 3 — Teacher Improvement Plan:

The focus of the teacher improvement plan is to assist teachers who, in the judgment of the administrator, are experiencing a serious deficiency in meeting one or more of the FTCHS Standards for effective teaching.

There are three phases to the teacher improvement plan: Awareness, Assistance, and Disciplinary.

Awareness — At this stage the teacher is made aware of a serious deficiency in addressing a particular standard by documenting it on Form TIP1 (attached). The notification should express the specific area of concern, objective for performance improvement, implementation timeline, assistance/resources provided by the FTCHS administration or department head, and the assessment/measurement procedures and criteria that will be used to determine progress. It is desired that this intervention will lead to a resolution of the concern.

Assistance — During the timeline provided in the teacher improvement plan, the department head or administrator will provide the assistance in the form of coaching, resources, materials, and professional development agreed upon during the awareness stage.

Disciplinary — If the concern is not remediated during the assistance stage timeline or the action of the teacher meets the statutory grounds for the discharge of staff, the teacher shall be referred to the Board of Directors for removal. Because the design and spirit of our teacher improvement plan is to foster successful interventions and relationships, most teachers who have been placed on this track will never reach this stage.

b.) List entities/individuals that are responsible for teacher and staff evaluation.

The primary individuals responsible for teacher and instructional staff evaluation are the FTCHS Principal and Assistant Principal. Department Heads, including the Special Education Lead Teacher and the Director of Student Services assist the Principal and Assistant Principal in conducting these observations. All non-instructional staff members are evaluated by FTCHS CEO Mr. Joseph Venditti with the support of Director of Operations Joe Bianchino.

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.

In 2011-2012, FTCHS Principal Daniel Kurtz served as the lead evaluator for all instructional staff at the charter school with support from Assistant Principal Eugenia Koo. Mr. Kurtz was highly qualified to conduct these evaluations as he has a M.S. in Education from Arcadia University, graduated from the Educational Leadership Program for Aspiring Principals at the University of Pennsylvania's Graduate School of Education in July 2007, and received his K-12 Principal certificate. Prior to joining FTCHS as Principal, Mr. Kurtz served as a Special Education teacher and Reading Specialist at Philadelphia Electrical & Technology Charter High School (PE&T) and for the past 10 years, in a variety of supervisory roles including serving as a Coordinator of Special Education (PE&T), Assistant Principal of Student Services (Mastery Charter School Pickett Campus), Assistant Director of Special Education and Program Director of the Mastery Alternative Pupil Support Program (MAPS), a program designed to serve Emotionally Disturbed and Mentally Ill students for Mastery Charter Schools. In these rolls Mr. Kurtz has observed and researched best practices in instruction and participated in the development of teaching standards and the 'Mastery Instructional Model'. Additionally, these experiences provided him the opportunity to develop and deliver professional development to a range of staff designed to further the mission of the school as well as provide strategies, techniques, and resources to support students with a diverse set of needs. Since joining FTCHS, Mr. Kurtz has worked with each academic department in developing curriculum, supervising the school's instructional programs, evaluating lesson plans, and observing classes on a regular basis, and, as such, he has extensive knowledge of FTCHS' curriculum and methods of instruction.

Ms. Koo has served as Assistant Principal at FTCHS since 2007-2008, and is charged with supervising the Guidance Department and student support systems (i.e. academic monitoring, ChildFind, attendance, freshmen transition, college applications, etc.). Ms. Koo graduated from the Educational Leadership Program for Aspiring Principals at the University of Pennsylvania's Graduate School of Education in July 2008 and received her K-12 Principal certificate. Ms. Koo brings to FTCHS significant classroom experience (she has valid PA Instructional II certificates in Mathematics 7-12 and Chemistry), experience with curriculum development and professional development, and expertise in student assessment, data analysis, and data management. Ms. Koo has a M.Ed. with dual majors in Secondary Education Mathematics and Secondary Education Science and a Bachelor's of Applied Science with a major in Biomedical Science, all from the University of Pennsylvania.

The lead evaluator receives further support from the Department Heads, including the Special Education Lead Teacher and the Director of Student Services, during the evaluation process to ensure that the evaluation process adequately assesses the instructional techniques used at FTCHS and the effectiveness of the special education teachers in instructing students with special needs.

Finally, the evaluators remain abreast of trends and best practices in instruction and teacher evaluation through his participation in professional development training, such as the Summer Institute from PEAK Learning Systems. The summer institute is an

interactive experience that combines learning new knowledge and skills, deepening understandings, and working together with top implementing PEAK instructors in ways to effectively increase achievement. For administrators, it is an excellent opportunity to learn how to effectively lead and support instructional improvement, develop critical next steps in implementation, and how to help educators work with all students using effective instruction and assessment practices.

Teacher Evaluation - Attachments

- FTCHS - FORMAL OBSERVATION FORM
- FTCHS - INFORMAL WALK-THROUGH FORM
- FTCHS - OBSERVATION DOCUMENT
- FTCHS - PROFESSIONAL TEACHING STANDARDS
- FTCHS - TEACHER IMPROVEMENT PLAN TIP1

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2011-12 school year the FTCHS 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.

As was noted in last year's annual report, Mr. Daniel Kurtz was appointed principal of FTCHS in summer 2011. A Pennsylvania certified school principal and reading specialist, Mr. Kurtz brings to FTCHS extensive administrative, special education, and literacy expertise. He has worked previously at Mastery Schools (Assistant Principal of Special Education at Pickett Campus, Assistant Director of Special Education Programming, and Program Director MAPS Program and Philadelphia Electrical & Technology Charter High School (Intern Principal, Coordinator of Special Education, Reading Specialist, Grant Writer, and Teacher). Since joining FTCHS, Mr. Kurtz has worked with each academic department in developing curriculum, supervising the school's instructional programs, evaluating lesson plans, and observing classes on a regular basis, and, as such, he has extensive knowledge of FTCHS' curriculum and methods of instruction.

Other leadership changes this year included the resignation of the Director of Special Education and the Dean of Students. The responsibilities of the Director of Special Education were assumed by other staff members and Josh Rorer (previously a History teacher) was promoted to Dean of Students.

For 2012-13, FTCHS has entered into a management agreement with our sister-school, Franklin Towne Charter Elementary 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

<u>Name of Trustee</u>	<u>Office (if any)</u>
Ms. Cynthia A. Marelia	President
Ms. Michele Krajewski	Vice President
Mr. Harry Engasser	Treasurer
Mr. Eugene McAleer	Trustee
Ms. Nancy Hartey	Trustee
Mr. Joseph Dougherty	Trustee
Mr. Joseph A. Garbarino	Secretary
Mr. Ryan Mulvey	Trustee
Mr. Chris Creelman	Trustee

Professional Development (Governance)

FTCHS's 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, all 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.

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 Mr. Joseph Venditti. 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.

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.

Relationship with Charter Authorizer:

FTCHS, under the leadership of its Board of Trustees, has historically maintained a collaborative relationship with the School District of Philadelphia (SDP), and, in 2011-2012, we continued to cultivate a positive relationship with the SDP, its CEO, the School Reform Commission, the Office of Charter Schools, and the Office of Accountability.

Examples of our ongoing relationship with SDP include: participating in SDP professional development opportunities (e.g. Data Group Meetings, Assessment Coordinator Training), attending meetings of the SDP Charter Schools Office, and meeting SDP reporting requirements and data requests in a timely manner. Furthermore, throughout the year FTCHS invites representatives of the SDP to attend FTCHS events and celebrations (e.g. school play, graduation). Additionally in 2011-2012, FTCHS petitioned the SRC for an additional 250 seats through the development and submission of a charter agreement modification application. The SRC granted the request and the school will be able to easily accommodate the addition of 250 students in 2012-2013. Per the District's request, up to 65 percent of the students in each incoming freshman class will come from the catchment areas of targeted, overcrowded District-run schools in nearby communities in Northeast Philadelphia.

Relationship with PDE: Similarly, FTCHS maintains an open line of communication with the Pennsylvania Department of Education and its Division of Nonpublic, Private and Charter School Services. Each year, FTCHS 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, FTCHS participates. And, as always, FTCHS maintains an open door policy with regard to PDE site visits and participates in cyclical program monitoring (i.e. in spring 2011, FTCHS completed its consolidated review of federal programs with PDE's Department of Federal Programs.)

Coordination of the Governance and Management of the School - Attachments

- FTCHS - BOT MTG SCHEDULE 2012-2013
- FTCHS - SUNSHINE NOTICE 2012-2013

Community and Parent Engagement

Parents and community members are actively involved in FTCHS' activities in a number of ways. To ensure parent voice at the Board meetings, all Board meetings are open to the public and the Board reserves time for public participation, allowing parents, students, staff, and any other interested citizens to comment on matters of concern, official action or deliberation which are or may be before the Board prior to taking official action. The Board has policies for public participation, which are published in the Student-Parent Handbook, the Employee Handbook, and on the school's website. Additionally, the FTCHS website (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.

Additional Parent Engagement: Under the direction of the Boards of Trustees, both FTCHS has launched aggressive and successful initiatives to increase parent engagement in recent years, and we will continue to promote parent engagement in our expanded school model. In addition to working with and supporting the active Home and School Association, FTCHS also maintains a Student Information System which provides parents with real-time access to their student's grades, attendance, and assignments. FTCHS maintains an up-to-date website, which provides parents with access to forms, upcoming events, and teachers and their individual websites (including student assignments). In 2011-2012, 46.9% of parents surveyed indicated daily access to the school website and 46.9% claimed to access the website weekly. Additionally, FTCHS mails newsletters home to parents bi-monthly to inform parents about upcoming events and important information about things like PSSA testing. A Back-to-School Night is held for all parents in September annually. FTCHS also holds an Open House for prospective applicants and families to tour and learn about the school each year. Additionally in 2011-2012, FTCHS held two Parent Orientations in fall (early September) to work with incoming student families, introduce/familiarize families with school policies, programs, expectations, and available support. In conjunction with and after these orientations, the school provided three technology trainings for parents in order to help them create and access accounts to monitor students' gradebooks, academic progress, attendance, and course information.

We host Fall College Parent Nights to inform parents at all grade levels on how to be active in the college preparation process. Additionally, College Fairs are held throughout the year and the school hosts a financial aid support night in the spring. Parents are invited to and participate in all FTCHS events and celebrations (i.e. awards ceremonies, Ring Ceremony, National Honor Society Induction, Best Buddies Family Dinner, graduation, etc.), as well as the Title I Information Meeting and Parent-Teacher Conferences.

In 2011-2012, FTCHS surveyed parents to gauge satisfaction. Over 98% of the 164 respondents agreed or strongly agreed that FTCHS provides high-quality education to their child and 94% felt that the school provides the opportunity for students to participate in a well-rounded school

experience. Nearly all (99%) agreed that the school facilities are clean, bright, and well-maintained and felt that FTCHS utilizes technology that enhances learning (i.e. SmartBoards, teacher websites, esempler). Over 95% of parents surveyed would recommend FTCHS to other parents and 98% of parents surveyed believe the school is preparing their child for college.

National Honor Society Community Service: Franklin Towne Charter High School an active National Honor Society that is active in a variety of events for the community.

Food Drives — In order to alleviate the struggle to feed their families, the NHS planned, executed, and delivered food baskets to needy families in the school community. Students donated canned goods and non perishable food and hygienic items, and the NHS students sorted the donations, filled the baskets evenly, and made holiday cards. This was done twice; once for Thanksgiving and once for Christmas.

Blood Drive — NHS students were trained to be blood drive volunteers in February and April by the Red Cross. Students planned, advertised, recruited blood donors, and volunteered at the Blood Drive the day of the event. Students had to assist at the registration table, assists students in transport from the blood station to recovery, and offer encouraging support to students donating blood. The Blood Drive was successful in that Franklin Towne collected 140 pints of blood.

Ronald McDonald House — The National Honors Society prepared, cooked, and served dinner to the families living in the Ronald McDonald House in West Philadelphia (Chestnut Street location) on three occasions throughout the school year. Students were encouraged to eat and socialize with the families as well.

Holiday Cards for Mother Mary Home — NHS students designed and decorated cards for Thanksgiving and Christmas for elderly patients in the Mother Mary Nursing Home on Holme Avenue in Northeast Philadelphia. Students were encouraged to write messages to brighten the holiday spirit of the patients. This was completed twice. Students delivered the winter holiday cards in person through visitation to attend a holiday party. They also visited with the senior citizens a second time in the spring and interacted during an ice cream party and included bowling with the patients.

Park Clean Ups — Students met on a Saturday morning in May to clean trash in Vogt playground and fields. Franklin Towne sports teams utilize these fields, so students collected trash to better the environment. Students met an additional Saturday in May 21st at Pennypack Park on the Delaware River to clean the area and plant trees and flowers.

Coupons for the Troops — In coordination with the Overseas Coupon Program, Franklin Towne coordinated an effort to support and serve military personnel and their families. The charity facilitates collection and forwarding of manufacturer's coupons to overseas military bases and helps families save valuable dollars and stretch their budgets when purchasing items at base commissaries. In all, Franklin Towne was able to collect coupons totaling \$30,000 in savings for the troops.

Additional Community Engagement: In addition to including significant community representation among the membership of the FTCHS Board of Trustees and maintaining an up-to-date website to communicate school activities to the community, FTCHS frequently invites the community to participate in school activities. Additionally, FTCHS enjoys an unmatched relationship with its community, and our community partners provide operational and educational support to FTCHS. A sampling of FTCHS' recent community partners includes:

Community Partners
<p>Bridesburg Community Organizations: Bridesburg Boys & Girls Club Bridesburg Community Development Corp. Bridesburg Elementary School Bridesburg Historical Society Bridesburg Recreation Center</p>
<p>Community and State Leaders: Philadelphia Councilman Bill Greenlee Philadelphia Councilman Frank Rizzo Philadelphia Councilman Jake Kelly Philadelphia Councilman James Kenney Philadelphia Councilwoman Joan Krajewski PA State Rep. Dennis O'Brien, Speaker of the House PA State Rep. Michael McGeehan PA State Rep. John Sabatina PA State Senator Christine Tartaglione PA State Senator Michael Stack US Congresswoman Allison Schwartz</p>
<p>Law Enforcement: Philadelphia Police Department, 15th District Police Athletic League of Philadelphia</p>
<p>Civic Associations: Bridesburg Civic Association East Frankford Civic Association Tacony Civic Association Wissinoming Civic Association West Frankford Civic Association</p>
<p>Secondary Education: Community College of Philadelphia Philadelphia University of the Arts Holy Family University Manor College</p>
<p>Unions: International Brotherhood of Electrical Workers Ironworkers Union</p>
<p>Philadelphia Sports: Philadelphia Flyers</p>

Philadelphia Phantoms Philadelphia Eagles
Other: Free Library of Philadelphia Friends of Pennypack Park Rohm and Haas Sovereign Bank Sonoco Corporation Ronald McDonald House Greater Philadelphia Hotel Association Dietz & Watson

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

FTCHS did not perform any major fund-raising activities in 2011-2012. The active Home and School Association and the Athletic Booster conducted smaller-scale fund-raising including sales (e.g., pizza sale, discount card sale, neighborhood coin drops, etc.), events (e.g., annual golf outing, family pancake breakfast, spaghetti dinner night), and admission to sporting events, etc. Proceeds from the Golf Outing fund the “Towne Connections” program. Towne Connections identifies students and their families that are undergoing hardship throughout the school year. Needy families receive essential items such as food baskets, clothing and household items in addition to shopping trips that take place predominantly during the holiday season. The golf outing will continue in the effort to raise funds for this program.

The athletic department conducted several fundraisers, proceeds of which were used to supplement the various sports that are offered through annual events such as a flea market as well as the sale of school spirit items (apparel, decals, etc.).

FTCHS continues to research grant opportunities to provide for additional funding for innovative programming at the school (i.e. three-year voluntary drug testing program grant through the US Department of Education). In the upcoming school year, our fund-raising strategy will replicate our successful practice of smaller fundraisers combined with an aggressive grant-writing campaign. Additionally, our grant writing activities will continue to be supported by OmniVest Management, LLC — our education management company — which has expertise in securing grant monies for educational institutions.

Fiscal Solvency Policies

FTCHS maintains a substantial fund balance each year, which is sufficient to cover a minimum of two month’s payroll. The fund balance was created to 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. During the renewal process in 2008-2009, FTCHS had a financial review by the School District of Philadelphia’s Department of Auditing Services which concluded, “Franklin Towne’s financial position was

strong...” Our preliminary financial statements for the fiscal year ending June 30, 2012 indicate that FTCHS ended the year with a fund balance in excess of \$772,051.

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 2011-2012 school year, FTCHS continued to contract 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. FTCHS 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).

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- FTCHS - PRELIM FINANCIAL STATEMENTS 2011-2012

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. FTCHS will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion.

To date, the most recent audit available is the audit for the fiscal year ending June 30, 2011. This audit was completed on September 30, 2011, and a copy of this document is attached to this report. The "Management's Discussion and Analysis" can be found on pages 5-8 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 I ARRA) 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.
- Franklin Towne Charter High School qualified as a low-risk audit.

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

- FTCHS - AUDIT 2010-2011

Citations and follow-up actions for any State Audit Report

FTCHS has not undergone a state audit conducted by the Auditor General in any year. Each year, FTCHS' forwards our Financial Statements and Supplementary Information for the year ended 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 2011-2012, facilities expenditures were fairly modest, consisting mainly of minor replacements and repairs. FTCHS did invest in approximately \$130,000 of technology. Funds for technology were primarily for licensing and accounts and warranties to technology systems including TENEX (Student Information System), eSembler (gradebook), eChalk (websites), ScholarChip (attendance), database systems students use for research journals (EBSCO, JSTOR), EPIC (homebound learning). IT related expenses also recurred (e.g. Cisco) as well as some hardware costs (i.e. Smartboards).

Future Facility Plans and Other Capital Needs

As stated previously, Franklin Towne High will be adding an additional 250 students in 2012-2013. Due to excess space in the FTCHS facility, FTCHS has leased a portion of its 4th floor for the past three years, first to Franklin Towne Charter Elementary School and in 2011-2012 to New Foundations Charter School. New Foundations serves 300 students in this space, which includes 12 classrooms, three offices, a teacher's lounge, and two restrooms. Their lease expired at the close of 2011-12, as they relocated into their new facility (newly constructed). FTCHS will have more than adequate physical capacity to serve the requested additional 250 students with this space. As the space is already owned by FTCHS, fully furnished and equipped with educational technology (including SmartBoards and a computer lab), no capital expenditures are predicted for the expansion with the exception of minor expenditures for repair, maintenance, and replacement costs for 2012-2013 and beyond.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Safety

At the start of each school year, all FTCHS staff receive a copy of the school's safety plan, which includes procedures related to fire prevention and fire drills. In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, fire drills are conducted at least 10 times per year (in accordance with The School District of Philadelphia Policy and Procedure Number 110.4 and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code). Please find attached the PDE Form 4101 Certification of Fire Drill and School Bus Emergency Evacuation Drill Requirements. 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.

Health

FTCHS employs a part-time Registered Nurse and a part-time Licensed Practical Nurse, who work a combined 40 hours per week to ensure that there is always a nurse on site during the school's hours of operation.

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 the physical record, 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 in a locked file cabinet, available to charter school nurses. Records are reviewed every month to maintain accuracy, and FTCHS undergoes a yearly immunization audit by PDE.

Additionally, every student attending the charter school is provided the following services by the charter school as detailed in the chart below:

SERVICE	9	10	11	12	Special Education
Medical Examination			X		As Needed
Dental Examination					As Needed
Growth Screen	X	X	X	X	X
Vision Screen	X	X	X	X	X
Hearing Screen			X		As Needed
Tuberculin Test (unless approved to discontinue)	X				Age-appropriate
School Nurse Services	X	X	X	X	X
Maintenance of Health Record	X	X	X	X	X
Immunization Assessment	X	X	X	X	X

Where it appears to school nurses or teachers that a child deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent or guardian of the child is so informed and a recommendation is made that the parent consult a private physician or dentist or the Regional Health Center. The parent shall is then required to report to the school the action taken subsequent to such notification.

Parents and guardians of students who are to be examined are notified of such examinations. The notice includes the date and location of the examination and encourages the parent or guardian attends. The notice also informs parents that they may have the examination conducted privately at the parents' expense and encourages that the parent does so in the interest of providing continuity in the student's health care. Parents are also informed that the student may be exempted from such examination if it is contrary to the parents' religious beliefs.

The Pennsylvania Department of Education's "Request for Reimbursement and Report of School Health Services" for 2011-2012 must be submitted by FTCHS to the Division of School Health in September 2012. At the time of this report's submission, FTCHS had not yet submitted the 2011-2012 reimbursement form, but evidence of 2010-2011 report submission is attached to this report.

Additionally, FTCHS is committed to providing a school environment that promotes and protects our students' health, well-being, and ability to learn by supporting healthy eating and physical

activity. As such, FTCHS had developed and implemented a Wellness Policy, which is attached to this report.

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

- FTCHS - IMMUNIZATION LAW REPORT 2011 - 2012
- FTCHS - PDE 4101 FIRE AND BUS DRILL CERT 2011-2012
- FTCHS - REIMB. HLTH REPORT 2011-2012
- FTCHS - WELLNESS POLICY

Current School Insurance Coverage Policies and Programs

For the 2011-2012 school year, FTCHS procured insurance coverage through the insurance brokerage firm, The Addis Group, as follows:

Type of Insurance Coverage	Limit
Educator’s legal liability (including directors & officers liability)	\$5,000,000
Commercial General Liability <ul style="list-style-type: none"> • Products-completed operations aggregate • Per Occurrence • Personal & advertising injury • Medical expense (any one person) 	\$3,000,000 <ul style="list-style-type: none"> • \$3,000,000 • \$1,000,000 • \$1,000,000 • \$15,000
Automobile Liability	\$1,000,000
Excess Liability/Umbrella	\$5,000,000
Workers Compensation & Employers’ Liability	\$500,000

A copy of our 2011-2012 ACORD Certificate of Liability Insurance is attached to this report. Additionally, FTCHS provides its full-time employees with personal health (through Independence Blue Cross' Personal Choice 10 PPO and Keystone Direct POS), dental (through DeltaCare USA), and vision coverage (through Davis Vision). FTCHS complies with 24 P.S. 17-1724A (d) in that every employee of the school is provided with the same level of health care benefits as the employee would receive if he or she were an employee of the School District of Philadelphia.

Current School Insurance Coverage Policies and Programs - Attachment

- FTCHS - ACORD 2011-2012

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

FTCHS employed 61 professional staff members during 2011-2012 (See attached PDE-414), of which 53 (81.5%) were returning staff from the 2010-2011 school year. Of the 61 staff members during the 2011-2012 school year, only 1 left during the year. We are expecting 59 (97%) of our 61 staff that we ended the year with to return for the 2012-2013 school year.

FTCHS has a historically high staff retention level and low staff turnover as evidenced by the table below:

School Year	Returning Staff from Previous Year	Staff Retention through Year
2005-2006	94%	-
2006-2007	86%	98%
2007-2008	81%	100%
2008-2009	74%	98%
2009-2010	83%	97%
2010-2011	92%	95%
2011-2012	81.5%	98%
2012-2013	97%	-

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, such as tuition remission; and by creating a family environment at the school in which staff and student accomplishments are honored and celebrated.

In 2011-2012, FTCHS surveyed the faculty to solicit teacher opinion on leadership (CEO, Principal, Assistant Principal, and Dean of Students). Teachers expressed overall satisfaction with all members of leadership in a variety of questions (highlights below):

- 95% of staff feel that the CEO and Assistant Principal communicate a clear vision for the school and 90% feel the same for the Principal and Dean of Students.
- Nearly all teachers feel that leadership is focused on student achievement.
- 100% of teachers believe that the CEO, Principal, and Assistant Principal set high standards for all of FTCHS.

A copy of our 2011-2012 PIMS HQT, Course Instructor, and Course Enrollment ACS is also attached.

Quality of Teaching and Other Staff - Attachments

- FTCHS - LEA STAFF PROFILE ACS 2011-2012
- FTCHS - HQT ACS 2011-2012
- FTCHS - PDE 414 2011-2012

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 High 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."

In accordance with these and other requirements of the legislation as set forth in the Act, Franklin Towne Charter High 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.

Promotion and Recruitment

Franklin Towne Charter High School believes that educational quality is enhanced by exposure to diversity and to that end maintains a policy of promotion and recruitment designed to attract students from a wide variety of backgrounds. Because of the unusually homogeneous nature of the Bridesburg and lower Wissinoming communities in which the school is located, it is our

intention to promote Franklin Towne Charter High School as a school of choice throughout the School District of Philadelphia, especially in areas where large numbers of underrepresented students may reside.

As has been stated previously, the School Reform Commission approved FTCHS' Enrollment Modification Request, and the school will enroll an additional 250 students in 2012-2013 thereby increasing enrollment to 1,175 students. Two agreed upon conditions of this expansion are that: (1) graduating Franklin Towne Elementary students will be extended enrollment preference, and (2) that the school will strive to recruit 65% of newly accepted students from catchment areas of targeted, overcrowded District-run schools in explicitly defined areas of Northeast Philadelphia. These admissions changes will go into effect for the 2013-14 admissions period, and FTCHS will modify its admissions and enrollment policies and procedures accordingly.

Because Franklin Towne Charter High School is a school of choice for the School District of Philadelphia, our recruitment efforts closely coincide with the District's program for "special admit" high schools. Designed to attract special interest students or students with particular aptitudes, public school students make application each fall to high schools with thematic programs not widely offered throughout the District. Franklin Towne Charter High School capitalizes on this opportunity to promote our quality academic programs in Culinary Arts, Technology, Communications, and College Prep. These efforts help to alleviate overcrowded conditions in area high schools, offer educational choices to public sector students, and provide access to programs with limited availability. Additionally, our school community benefits from the number of underrepresented minority students it attracts from throughout the School District. The mutual benefits derived from this arrangement create opportunities for enrichment in both the District and FTCHS.

Open Houses, Visitation, and Shadowing

Franklin Towne Charter High School offers three Open House events each year in October, January, and March. These events are publicized on the school website, in mailings to parents of current students, and through advertisements in three local newspapers. Guided tours and personal interviews, though not required for admission, can be arranged throughout the year by appointment. Prospective students and their families are encouraged to visit during the school day when students and teachers are present in a learning context and facilities are maximally utilized.

In cooperation with the Archdiocese of Philadelphia, Franklin Towne Charter High School is a participating high school in Visitation Day, a day set aside by the Archdiocese for 8th grade students to spend a day in a high school environment. Our participation in this program is consistent with our mission to provide free public education opportunities to the residents of the School District of Philadelphia. We work in cooperation with the Archdiocese and never without prior authorization from their school officials.

Shadowing opportunities exist at Franklin Towne Charter High School to the extent that space and mentoring students can be provided. Individual arrangements for student shadowing can be made through the school office and are available on limited dates for a limited number of students.

Application and Admission

Franklin Towne Charter High School uses its own application form which can be obtained from the school office or downloaded from the school website. Applications are entered into a logbook by the office staff, numbered sequentially, and filed alphabetically by grade year of the student.

- **The Freshman Lottery:** Sequential numbers of all complete freshman applications received by November 15 of each calendar year are entered into a computer program which generates a random sort list of candidates January, when the lottery is held. This same list is used to fill all freshman spaces that occur until November 15 of the following year. The first 350 applicants are sent letters in early January notifying the applicant that they have been accepted for freshman admission and requesting notification of intent to enroll by early February. A second mailing list is compiled from the initial random lottery to fill spaces not claimed in the initial mailing. The number of candidates in the second mailing is dependent on the total number of existing spaces and the response to the initial mailing. The deadline for notification of intent to enroll from the second mailing will be March 1. Matriculation requires notification of intent to enroll, attendance at a registration session to be held in mid-March, a placement exam given in April and June, the timely submission of all forms, including but not limited to proof of residency, social security card, birth certificate, immunization, medical, and dental records. Other students may be admitted from the same random lottery through November 15 of the same year as vacancies or under-enrollments occur.
- **Upperclassmen Admissions:** Upperclassmen admissions will be made after each school year ends and a determination has been reached regarding the number of returning students and the grade level capacity. Candidates are selected from the entire pool of completed applications received for that grade year regardless of the date of application. Applicants must notify the school of their intent to enroll within 15 days of the mailing in order to assure a reserved space. The school reserves the right to rescind any offer of admission to any student who does not submit all forms and complete the registration process by August 1.
- **Mid-Year Admissions:** Mid-year admissions are made on a space-available basis depending on the capacity of each grade level. Candidates will be selected from the entire pool of completed applications received for that grade year regardless of the date of application. Because of the time-sensitive nature of mid-year admissions, prompt response and registration are required in order to assure the effective transition of mid-year transfer students. The school reserves the right to rescind any offer of admission to any student who does not submit all forms and complete the registration process in a timely manner.
- **Siblings and Special Admissions:** In accordance with Act 22 of 1997, Section 1723-A, Subsection (A), Franklin Towne Charter High School may give preference in enrollment to siblings of students presently enrolled in the charter school. The school is not, however, required to extend such privilege at the discretion of the administration.

The lottery is typically held in late January, and parents are informed to check the website for the exact date and time in early January. The lottery is held in the school gymnasium and is open to the public.

Statement of Non-Discrimination

The Franklin Towne Charter High School admissions process is administered in compliance with the Commonwealth of Pennsylvania Act 22 of 1997 and all local, state, and federal legislation regarding non-discrimination in public programs. Franklin Towne Charter High School provides equal opportunity and access in employment, access to educational programs and activities, and admissions, and will not discriminate based on race, color, religion, age, national origin, ancestry, physical handicap, sex, sexual orientation, union membership, or limited English proficiency. Publication of this policy in this document is in accordance with state and federal laws including Title IV of the Education Amendments of 1972 and Sections 503 and 5094 of the Rehabilitation Act of 1973.

To ensure equitable access to FTCHS, the school's website provides links to the admissions application in English and Spanish. The site also states, "Prospective applicants who require an application in a language other than English or Spanish may contact the school for translation services. All requests should be directed to Georgie Landis. Franklin Towne will work with the Philadelphia School District Translation & Interpretation Center which provides translation of written documents, both District-wide, and documents specific to individual schools or students, **free of charge. Every effort will be made to accommodate any translation request in any language.**" Details on our admissions process can be found at http://hs.franklintowne.org/site_res_view_template.aspx?id=96ced2a9-d6f4-42e0-a6d6-90bd97590100.

Provide an enrollment history for the past year:

	Initial enrollment	Number dropped	Number added	Year End
9	246	26	29	249
10	240	10	0	230
11	235	5	1	231
12	216	2	0	214
Total	937	40	30	927

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.

FTCHS maintains a very high student retention rate from year to year; in 2011-2012 one student is being retained in the 10th grade. 712 students in 9th-11th grade are anticipated to return in September to be in 10th-12th grade

In most years, FTCHS maintains a slight over-enrollment, beginning the year with approximately 1,000 students on our roster, which is 75 over our charter. We do so, because experience has taught us that each year there are students who accept enrollment at more than one school and fail to inform us that they will not be attending FTCHS. After the first few weeks, our student numbers typically stabilize around 960 students. We maintain this over-enrolled number,

because experience has also taught us that ultimately there will be several students who transfer out during the year for a variety of reasons.

Student Enrollment - Attachments

- FTCHS - ADMISSIONS POLICY
- FTCHS - ADMISSIONS PROCEDURES

Transportation

In 2011-2012, FTCHS students utilized public transportation, and FTCHS has arrangements with SEPTA (Southeastern Pennsylvania Transportation Authority) to provide specially scheduled bus times to better accommodate our student population. FTCHS also owns an additional bus for the purpose of transporting athletic teams to and from competitions.

Transportation for Students Receiving Special Education Services

FTCHS 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, FTCHS will provide this service at the school's expense. In 2011-2012, FTCHS provided transportation services to 8 students per their IEP requirements.

Food Service Program

FTCHS participates in the National School Lunch Program, providing nutritious and appealing breakfast and lunch. In 2011-2012, FTCHS changed food service vendors contracting with the Nutrition Group for the first time. The Nutrition Group is involved in promoting nutrition and wellness through various educational programs, and takes a proactive role in the on-going training and development of food service staff.

Student Conduct

FTCHS 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. Our policy specifically addressing the discipline of special education students is also attached. Additionally, FTCHS updated its Bullying and Harassment Policy to reflect the July, 4 2008 amendment to Article XIII-A Safe Schools of the Public School Code. A copy of this revised policy has been incorporated into the student handbook and is also attached. To ensure compliance with Chapter 12 of the Public School Code, the FTCHS Code of Conduct was developed under the guidance of FTCHS' legal counsel, James P. Rocco, III. Specifically, FTCHS complies with the following procedures related to due

process.

Due Process for Informal Suspension Hearings

In suspensions of four to ten days at FTCHS, 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; 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 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.

b.) Provide the number of suspensions and expulsions by student.

In 2011-2012, 19 FTCHS students were involved in 31 suspensions, and 6 students were expelled.

Over the last few years, the number of suspension incidents at FTCHS has declined significantly. Last year, 33 students were involved in 58 suspensions, and 12 students were expelled. In 2009-2010, 34 FTCHS students were involved in 80 suspensions, and 10 students were expelled. This represents a significant decline in disciplinary incidents over 2008-2009, when 217 FTCHS students were involved in 217 suspensions. A copy of the 2011-2012 Safe Schools Report is attached to this report. Additionally, per the School District of Philadelphia's request, we are attaching a list of the students who were expelled from FTCHS in 2011-2012, with their grades and addresses.

Student Conduct - Attachments

- FTCHS - BULLY POLICY
- FTCHS - CODE OF CONDUCT 2011-2012
- FTCHS - SPED DISCIPLINE POLICY
- FTCHS - STUDENT EXPULSIONS 2011-2012
- FTCHS - SAFE SCHOOLS ACS 2011-2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Franklin Towne CHS 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 CHS 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:** Chief Executive Officer

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

E-mail: fial@aol.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Ms. Sharmon James **Title:** Director of Special Education

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

E-mail: sjames@franklintowne.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- FTCHS - SIGNATURE PAGES 2011-2012