
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Monday, November 21, 2011)

Entity: Hope CS
Address: 2116 E Haines St
Philadelphia, PA 19138

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Hope CS

Date of Local Chartering School Board/PDE Approval: August 8, 2002 (Renewed 2007)

Length of Charter: 5 Years + 1 Yr Extension **Opening Date:** September 2, 2002

Grade Level: 9-12 **Hours of Operation:** 9:45am — 3:36 pm

Percentage of Certified Staff: 90% **Total Instructional Staff:** 29

Student/Teacher Ratio: 14:1 **Student Waiting List:** 45

Attendance Rate/Percentage: 47%

Summary Data Part II

Enrollment: 393 **Per Pupil Subsidy:** \$8,773 (Regular Ed); \$19,423 (Special Ed)

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1%
Black (Non-Hispanic):	98%
Hispanic:	1%
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
73%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 85

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	na	na	na	na	na	184	184
Instructional Hours	na	na	na	na	na	1177	1177

SECTION I. EXECUTIVE SUMMARY

Educational Community

This school year was HOPE's 10th year, a year in which the school was required to renew its charter with the School District of Philadelphia for another 5 years. HOPE's staff, Board and consultants spent a great deal of time creating a strong academic program and school culture in this year and previous years, in preparation for renewal. In its renewal application, HOPE made its case that the school was able to help a large number of students, socially, behaviorally, emotionally and academically as a "school of last resort" for students who had been largely abandoned by the regular public school system and other private and charter schools. The School District's School Reform Commission was most interested in HOPE's students' PSSA performance, however, and because the PSSA scores of its students had been historically low, and the SRC did not believe that HOPE had made its case that it was reversing this pattern of low academic achievement, the SRC voted to proceed with not renewing HOPE's charter.

In June 2012, the Board of Directors of Hope Charter School reached an agreement with the Philadelphia SRC to close after the 2012-2013 school year. The Board and Administration did not and does not agree that this

recommendation was based on well-founded information. However, delays in the process cast significant uncertainty for parents, students and staff going into the 2012-2013. The Board, therefore, felt it was in the best interest of the school to reach such an agreement despite evidence of improving school performance. Despite this unfortunate turn of events, HOPE CS will continue to serve students wishing to attend the school during the 2012-2013 school year while also helping students to identify school options for the following year.

About HOPE CS:

HOPE Charter School was created in 2002 to provide high school age students who have not been able to succeed academically another opportunity to achieve the Pennsylvania Academic Standards and graduate from school. The charter school was formed in partnership with the Juvenile Justice Center to offer a small, personal setting that can help to get struggling students into a supportive environment with the individual attention they need to overcome the barriers that have been impediments to their success.

Many of HOPE Charter School's students possess similar, debilitating characteristics that must be overcome in order for them to succeed. These typically include:

- Dysfunctional family circumstances leading to the devaluation of education
- Individual disabling factors, such as poor self-esteem
- Negative relationships to school, such as poor student/teacher relationships or a lack of interest in traditional academic curricula

A large percentage of HOPE Charter School's students come from low income homes and neighborhoods in Philadelphia. HOPE CS is a "Title 1" schoolwide school, with 86% percent of the student population eligible to receive free or reduced lunch.

The school provides an environment designed to meet the comprehensive needs of "at-risk" youth by utilizing small learning groups, with a multi-disciplinary staff that is trained and committed to successfully educating our youth pursuant to the mission. HOPE's goal is to help all of its students to achieve the following:

- Successfully complete a course of study leading to a high-school diploma
- Become re-engaged in the learning process
- Regain satisfaction from learning and a positive self-concept
- Develop unique talents, skills, and the independence necessary to succeed as adults in the world of higher education and/or the world of work.

Several aspects of the school make HOPE Charter School unique and innovative:

- Five (5) full Time Social Workers (Advisors)

- Longer school day than traditional high schools in the District
- On site clinical and psychological services
- Small Class Size: generally 18 or fewer
- Academic credit recovery program
- Standards related curriculum
- Enrichment classes in English and Math
- Career development
- Extensive partnership with the Juvenile Justice Center

HOPE's curriculum is designed to meet the core components of the Pennsylvania Academic Standards and benchmarks in all areas. Lessons are designed to meet the needs of all learners by incorporating differentiated instruction, constructivist learning techniques and cooperative grouping. One of the biggest challenges that the school faces is trying to accommodate and engage students in learning to high standards when they have a history of withdrawing from learning and from school, and when many of them come to the school with levels of skills and knowledge that are far below high school level.

Mission

HOPE Charter School is an educational setting that is wholly configured to meet the unique needs of students who are not currently succeeding in their conventional school, may not be attending school or attending sporadically, and/or may be in danger of leaving school prior to their graduation. The school provides an environment that is designed to meet the unique and comprehensive needs of these at risk students by utilizing small learning groups and individual interaction of students with a multi-disciplinary staff that is trained and committed to successfully educating each of these students.

Vision

HOPE Charter School is a free, public school available to all 9-12th grade students in Pennsylvania. It is located in the West Oak Lane section of Philadelphia. The school opened in September 2002 with a vision and mission to serve and to educate young people who have experienced educational disruptions and challenges and need the benefit of small classes, a small learning environment and on-site social services.

We provide a small school with engaging teachers focused on teaching their students the essential skills and knowledge they will need in order to be fully engaged citizens and community members, and to be successful as workers in a global economy.

Shared Values

The Hope Charter School's core philosophy is to offer hope, a commodity too often lacking in the lives of "at-risk" youth. The founding coalition created the

school based on the belief that all students, even the most troubled, could succeed in life if they were offered an environment structured to meet that individual's personal and educational needs. The Hope Charter School provides the support systems necessary to assist "at-risk" youth in overcoming the multiple obstacles they face on a daily basis. The attainment of educational success for "at-risk" students can only occur through building support, trust, and individual self-confidence, and developing a personal commitment to hard work and perseverance.

Academic Standards

HOPE Charter School provides a high quality learning environment that teaches struggling students the value of developing an ethic of lifelong learning. The School aims to achieve the following standards:

School Engagement:

Daily student attendance rate will exceed 78% on average.

Academic and Emotional Support:

100% of students will be assigned an Advisor (Counselor) upon enrollment who will monitor their attendance and academic progress, maintain contact with a student's parents and other adult contacts, serve as tutors, and counsel the student emotionally and academically.

Mathematics:

All 11th grade students will master Mathematics content and processes specified in the Pennsylvania Academic Standards, as evidenced by their attainment of Proficiency on the PSSA test in Mathematics by the end of 11th grade.

All students will:

- Develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving problems
- Interpret data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning and processes used in solving these problems
- Utilize a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems
- Link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic,

calculators, and computers in problem-solving situations and communicate the reasoning used in solving the problems

Reading/Writing/Language Arts:

All 11th grade students will master Reading, Writing and Speaking content and processes specified in the Pennsylvania Academic Standards, as evidenced by their attainment of Proficiency on the PSSA test in Reading by the end of 11th grade.

All students will:

- Demonstrate understanding of literacy responses and analysis
- Learn how to combine the rhetorical strategies of narrative, expository, persuasive and descriptive essays
- Write and speak with a command of Standard English Language
- Demonstrate understanding of literacy responses and analysis
- Formulate adroit judgments about oral communication
- Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning

Other Core Academic Standards

All of our students will develop critical thinking and creative problem solving skills, and the ability to apply knowledge and skills in core academic subjects as outlined in the Pennsylvania Academic Standards in all areas.

21st Century and Workplace Skills:

All of our students will be able to demonstrate mastery of 21st Century Information literacy, media and technology skills (NETS skills), and essential life and career skills prior to graduation.

Strengths and Challenges

HOPE Charter School's Strengths:

Strategic planning based around student needs: HOPE CS continued an ongoing process of strategic planning and implementation of its School Improvement Plan during the 2011-2012 school year. These planning and implementation have been based upon the collection of student-level data, including ongoing achievement data and data about students' backgrounds and

past records of behavior. These efforts have been supported by Frontier21 Education Solutions and have provided significant insight into the obstacles faced and academic and social needs of our students. The school's administration and teachers used 4Sight assessments this year, for example, to set benchmarks for student achievement relative to the Pennsylvania Academic Standards. These benchmarks assisted with large scale curriculum and instructional planning as well as individualization of instruction for students in order to help them to master the standards.

A strong administrative leadership team: Our full administrative team returned for a fourth year, improving our continuity in planning and making changes developed over the past two years. The school's CEO has served both HOPE Charter and our major partner, the Juvenile Justice Center, forming a strong link between the two organizations. In May of 2012, Mr. Chapman relinquished his role as CEO of HOPE CS but continued to provide management services to the Board on a contract basis. The school's principal resigned on the last day of the school year, June 30, 2012. He will be replaced with an experienced school principal for the coming school year (2012-13).

High quality teachers: HOPE put additional effort this year into ensuring that our teachers were highly qualified and certified in their assigned areas. In doing so, we were able to raise our professional certification rate 90% - above the 75% required for charter schools in Pennsylvania.

Improved Academic Performance: HOPE's students' academic performance improved to the highest levels in the school's ten year history, raising PSSA proficiency levels in Math from 2% in 2011 to 10% in Math and from 10% to 11% in Reading.

Lower student turnover: HOPE has worked hard to keep students engaged in the school, strengthening the grade-level advisor system, adding extra-curricular activities and popular arts and music programs, and improving our identification and response to truant students. We have had some success in the past, reducing our student turnover rate from 1/3 to 1/2 of each grade to approximately 1/4 of each grade. However, this was a particularly challenging year, as our school was in turmoil beginning in March when the Charter Schools Office recommended that our school not be renewed. As a result, many of our families began looking for other schools, and many more students than usual withdrew. Our student turnover rate returned to approximately 1/3 of the school (186/563).

A dedicated Board of Trustees: The Board of Trustees is comprised of concerned and active citizens and professionals who are experienced with positively impacting the lives of struggling, inner city youth. The Board meets monthly to review the needs and make policies and recommendations for

improving the lives and outcomes of students at the school. Three additional members were added this school year to diversify and strengthen the Board.

New College/Career Academic Paths: New college/career paths were created as part of our re-orientation of the curriculum toward the new Keystone Exams and PA graduation requirements. The new paths were implemented for the first time this year: students worked with their Academic Advisors to choose their particular career and college paths based on their interests and their needs for Keystone exam support. Taking a world language is not mandatory for all students, as some students may need or want to put their study time into something that will be more beneficial to their particular career choice. All students choosing the newly created Career Path may still choose to take World Languages as an elective. However, because World Languages are not required for PA graduation or as part of the Keystone exams, some students may choose other electives in their place. Since many students choosing the Career Path may be struggling in other areas, opportunities exist for them to take additional courses in English, Math, Science or Social Studies. Students may opt to take career-related courses such as computer science or journalism instead of World Language. Students choose their particular academic path by the end of 10th grade.

A strong commitment to character development: The school's Board, faculty and administrators are committed to this vital component of the school's vision to help each student achieve to his or her highest academic potential and to develop the social skills that he or she will need in order to interact in a positive and cooperative manner with people from all walks of life. This year HOPE CS employed 5 advisors as well as 4 grade coaches to provide high levels of hands-on support and attention to students' academic and social needs.

An extended schoolday: The school has a longer than average school day (6 hours, 51 minutes) that is designed to give students extra time to receive remedial help and to take advantage of credit recovery. Our restructured school day this year added an additional 15 minutes of instructional time per day, which amounted to an additional 46 hours, or 7 more full days' worth of instruction. Within instructional blocks, more time was added in reality, as there was less transition time from starting one class and ending another.

Individual attention to student needs: On site clinical and psychological services and smaller class sizes provide students with the attention they require in order to build their skills and self-confidence.

A second-chance attitude: HOPE Charter takes many students who would not be accepted by most other schools in the City. We provide those students another chance to succeed in a nurturing school environment. Each student gets two chances to enroll at HOPE. If they do not succeed and leave the school once, they may return to try again. Two-thirds of HOPE's students transfer from other

high schools, and nearly 25% have attended two or more high schools prior to coming to HOPE. Over half of HOPE's students have had major absence problems in prior schools (20+ days per year). 64 % of Hope graduates have a prior suspension from another school for either disruptive behavior or a violent physical offense (e.g. fighting, reckless endangerment).

An individually tailored academic program: Our students come to the school with very diverse academic backgrounds, at all different stages of their academic careers. GRADE and GMADE scores regularly indicate that the vast majority of students come to the school 3 or more grades behind in Math and Reading.

A technology rich learning program: The school utilizes two mobile computer labs with 20 computers each to teach 21st Century skills, as well as a full computer lab. We also provide a full StudyIsland computer lab where all of our students use computers to improve their academic skills in Reading and Writing. Additionally, the school has been installing interactive whiteboards (SMARTboards) in classrooms throughout the school to bring more multimedia and learning technologies to the classroom. In the fall of 2011 the school added an additional mobile laptop cart and additional SMARTboards to enable teachers to better access online technologies and utilize interactive technologies within the classroom.

HOPE Charter School Challenges and Solutions

High rates of absenteeism: Most of our students come to us after having detached themselves from schooling. Some of our students are court-ordered to attend HOPE Charter, and have probation officers. Over 10% of our students come from foster homes or group homes. **Solutions:** We have 5 full time social workers (called Advisors) who keep track of our students and work with their families to keep them connected to the school. We have an academic program that is flexible to meet the various needs of our non-traditional students and a credit recovery program that helps them to make up credits that they need for graduation. In 2011-12, we moved to a block scheduling system that allowed students to earn more credits in a given year, and allowed them to earn them in half year increments rather than through the entire school year. This allowed our students coming into school and leaving our school halfway through the year to finish full credits and start new credits when they entered, rather than missing half of a year's worth of instruction.

History of failure: A large percentage of our students have experienced failure in school for many years. They arrive at school two to three grade levels behind in Math and Reading, and often lack confidence and basic academic preparation to succeed in high school. Many of our students (21% in 2012) are also students with special education needs. **Solutions:** All of our teachers are trained in methods of working with high risk students, particularly with assisting them with

developing positive work habits and finding ways to tailor the instructional program to their individual learning preferences and skill levels. We also assess all students when they arrive at school to determine what the best academic program would be for them, and connect them with tutors and additional learning resources as needed. Our special education staff is managed by a certified special education teacher who ensures that students receive an academic program tailored to their needs. Our special education department is managed by a teacher certified in special education.

Low motivation for success: Many of our students have little motivation for success, and often do not even attempt to answer questions on assessments like the PSSA tests. **Solutions:** HOPE's staff works with all of our students to help them develop a long term plan that keeps them focused on preparing for the workplace and identifying pathways to a rewarding career. All of our Seniors work on a Senior Project called "Life after HOPE", which requires them to create a long-term academic, life and work plan for life after graduation. Also, our school provides a number of extra-curricular activities such as sports teams and student government that give our students a chance to succeed at school in multiple ways. We also provide students with arts and music classes to allow them to explore their creativity and develop confidence in areas that are not typically test-driven.

Lack of basic skills: Most of our students come to us with very low levels of basic academic skills. **Solutions:** Students entering the school for the first time in 2011-2012 were administered diagnostic tests upon entry with the goal of identifying strengths and weaknesses as early as possible (GMADE and GRADE tests). The regular administration of 4Sight tests enables teachers to track students' progress in key academic areas at multiple intervals throughout the year, and to diagnose specific strengths and weaknesses and how they change in response to instructional interventions. Students who have special education needs are provided with IEPs and certified Special Education teachers who work with the students outside and inside the classroom. Credit recovery classes are provided to students who need them after school during the school year and during the summer. Individual tutoring is also provided to all of our students who are performing substantially below grade level. All of our 10th and 11th grade students are also scheduled to use Study Island online test preparation software on a weekly basis to improve their skills.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The 2011-12 school year was a year of many changes for HOPE. Our administrative team had worked closely with the Board and our consultants from FRONTIER 21 to create an academic improvement plan that radically changed our students' academic programs and credits, school schedule, and curriculum in

order to give our students more learning time, more focused instruction based on more benchmark assessments, and a new calendar for earning credits and preparing for the Keystone Exams. The planning process and changes we have made to our program have involved members from all parts of the school community in evaluating data, setting targets, creating new programs and modifying existing programs based on that data, communicating those plans and goals to the entire community, and monitoring the impact of those programs for incorporation into future planning. Our school transformation process was developed over three years, and approved by the school District of Philadelphia in June of 2011.

The Process: Every year, our strategic planning committee, which consists of school administrators, the CEO, teachers and other staff members meets to review our school's goals as set forth in our charter and as detailed in federal and state education law, and examines the outcomes we have achieved with our students. We examine our goals and progress and lay out strategies for improvement, and document them in the State's Getting Results School Improvement Plan. Other official plans, such as the Professional Education Plan and Educational Technology Plan, are developed from the School Improvement Plan to ensure that all of our efforts are coordinated and targeted to achieving the same goals. The plans are shared with the entire community electronically, in print, and through presentations in meetings with parents and school staff. A system of data collection and analysis developed and implemented by the school's Curriculum and Instruction Director monitors HOPE's progress toward our goals. Adjustments are made on a monthly and yearly basis depending on the results that are collected through the monitoring system. The School Improvement Plan used the State's Getting Results template, and focused on improving our students' achievement of the Pennsylvania Academic Standards and PSSA test proficiency levels, and improving the quality of instruction at HOPE Charter.

Our review of schoolwide needs identified the following:

Student needs:

- Increased Mathematics proficiency as measured by the PSSA and GMADE
- Increased Reading proficiency as measured by the PSSA and GRADE
- Increased Science proficiency as measured by the PSSA
- Increased student attendance
- New curriculum materials to focus on students with lower level reading skills
- Instruction on test taking techniques, particularly on standardized test formats
- Instruction in study skills, organization, and time management
- Improved access to technology
- Improved services for special education students

More organized system of advising students, academically, emotionally and behaviorally

Teacher needs:

- Updated textbooks and more teacher resources for those books
- Professional development on: designing units and lessons, classroom management, understanding and working with the population of HOPE, differentiated instruction, teaching reading, including reading, writing and math across the curriculum
- System and tools for formative assessment
- Training on PowerSchool

Parent needs:

- More involvement in their child's progress
- More and better communication with the teachers and administration
- Guidance in finding assistance for family issues interfering with their child's education

HOPE is focused on professional development of our teachers and administrators. In 2011-12, we transitioned the schedule and curriculum to support students' passing of the new Keystone Exams. We also developed and began implementing a new curriculum across all four grades that focused specifically on the Keystone exams and on professional development activities for teachers that prepares them to teach all of our students in a manner and with curricula that help them to achieve the PA standards in all areas.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bethel, Arenda	Parent of HOPE CS student	Parent	CEO
Carl King	HOPE Charter School	Administrator	Richard Chapman
Catherine Russo	HOPE Charter School	Administrator	Richard Chapman
Eric Worley	HOPE Charter School	Administrator	Richard Chapman
Hickson, Lisa	HOPE Charter School	Secondary School Teacher	Richard Chapman
Jeffreys, William	HOPE Charter School	Administrator	Richard Chapman
Melvin Davis	HOPE Charter School	Ed Specialist - Social Restoration	CEO
Richard Chapman	HOPE Charter School	Administrator	Richard Chapman
Schuh, Alex	FRONTIER 21	Business Representative	CEO
Sen, Madhumita	HOPE CS	Secondary School Teacher	CEO

Goals, Strategies and Activities

Goal: Accelerate student academic achievement in core subjects, including Reading, Writing and Math

Description: Increase math, reading and writing abilities of all students

Strategy: Career counseling

Description: All students must have career counseling, beginning upon entry to HOPE and continuing through their time at HOPE. Career counseling should culminate in workplace internships and a meaningful, career-focused Senior project.

Activity: Career internship

Description: All HOPE students should be provided an opportunity for a workplace internship prior to the end of 11th grade.

Person Responsible Timeline for Implementation Resources

Eric Worley	Start: 11/15/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Career planning

Description: All students should develop a five year career plan prior to graduating from HOPE. Career planning should begin with the guidance of the student's Academic Advisor upon enrollment at HOPE, and should be reviewed at least annually to update goals, strategies, and actions taken to maintain their progress.

Person Responsible Timeline for Implementation Resources

Eric Worley	Start: 11/15/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: College counseling

Description: For those students interested in attending college, college counseling must be provided from the beginning of their time at HOPE. Students must set annual goals with their Advisor for all of the attendant needs for applying to and enrolling in college, including finding funding, identifying schools, identifying academic preparation and milestones needed to attend college, identifying mentors, and connecting with other college students and support networks.

Activity: College counseling and planning

Description: All students interested in attending college should prepare a college preparation plan in conjunction with their Academic Advisor that is reviewed annually.

Person Responsible Timeline for Implementation Resources

Catherine Russo	Start: 11/15/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Consistent lesson planning

Description: Use comprehensive lesson plans to assist teachers in aligning the curriculum to the standards and provide quality teaching, and ensure all teachers use the format for submitting their lesson and unit plans for regular review. Lesson plans will include differentiated instruction and alignment to the appropriate Pennsylvania Academic Standards.

Activity: Lesson Planning

Description: Teachers will be expected to create lesson plans that include differentiation of instruction and alignment to standards on consistent forms across the school.

Person Responsible Timeline for Implementation Resources

Catherine Russo	Start: 9/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Differentiate Instruction

Description: Teachers will differentiate instruction in order to provide teaching and materials that correspond directly to each student's particular needs, learning preferences and reading levels.

Activity: Differentiation of instruction

Description: All teachers will be required to differentiate each lesson based on the specific learning levels, learning needs and learning styles of their students, in order maximize student engagement in and learning from daily lessons.

Person Responsible Timeline for Implementation Resources

Catherine Russo	Start: 9/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Implement Consistent Classroom Management Methods Across the School

Description: Teachers will exercise consistent classroom management practices across the school that maximize student learning time, and set consistent expectations for student behavior in classrooms throughout the school.

Activity: Classroom Management

Description: Require consistent classroom management practices across the school. Post behavioral expectations in all classrooms across the school.

Person Responsible Timeline for Implementation Resources

Carl King	Start: 9/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Implement data driven instruction

Description: Use multiple methods of assessment and multiple resources on student performance to plan curriculum, units, lessons, and instructional differentiation to ensure students are moving toward academic standards.

Activity: Train all teachers and administrators in data driven instruction

Description: Conduct workshops for teachers and administrators in data driven decision-making and data driven instruction.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Schuh, Alex	Start: 8/15/2010	\$4,500.00

Finish: 8/1/2013

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	1	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HOPE Charter School, FRONTIER 21	<ul style="list-style-type: none"> • School Entity • Company 	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

How to use available assessment data such as 4sight to tailor instruction to individual, small group, and whole classroom needs. How to use assessment results to inform lesson and unit planning.	Best practices indicate that the most effective teaching uses multiple sources of assessment information to tailor instruction and learning environments to the needs of individual students.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12)
Follow-up Activities	Evaluation Methods

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey

Status: Not Started — Overdue

***Strategy:* Increase student learning time**

Description: Add more learning time for students by making more efficient use of classroom time, focusing on concepts and principles that are essential for learning, adding more time to the school day and year, and providing homework that reinforces classroom learning.

***Activity:* Add more teaching and learning time for struggling students**

Description: Extend the school day and year for students who need more academic assistance before school and after school. Activities provided in the extended day and year should be clearly focused on bringing students' particular skills up to their appropriate grade level.

Person Responsible Timeline for Implementation Resources

Richard Chapman	Start: 9/1/2009 Finish: Ongoing	\$75,000.00
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Status: In Progress — Upcoming

***Strategy:* Provide high-quality, targeted teaching and learning materials and resources for students**

Description: Purchase learning materials for students with lower reading skill levels for all grades for all subjects. Provide students access to a wide variety of learning materials and on-line resources. Train teachers in the use of multiple types of learning materials.

***Activity:* Increase student learning**

Description: (1)Continue to use Skype (Internet Telephone/Videoconferencing) to build world bridges with professionals, educators and students around the world. Encourage staff and students to continue to use personal Skype to maintain instant contact with staff, administration and support staff. (2)Continue to use Safari Montage. (3)Continue to show students how to use high tech gadgets (cell phones, MP3 players, digital/video cameras) in ways that enhance learning. Students will learn how to use their electronic devices to record instructional lectures,

take snapshots of board notes and to listen to and create educational podcasts. Students will also use their devices to record and archive important aspects of print media. Additionally, students who struggle with spelling and writing would be encouraged to record their assignments to better meet their need for differentiated instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Decrease behavior problems

Description: Decrease student behavior problems in classrooms and throughout the school day, resulting in more productive learning time, less stress for teachers, and fewer suspensions and disciplinary actions.

Strategy: Drug and alcohol counseling

Description: Partner with a certified provider agency to provide drug and alcohol counseling to all students needing those services.

Activity: Drug and alcohol counseling

Description: Drug and alcohol counseling must be provided to students identified as needing that type of service.

Person Responsible Timeline for Implementation Resources

Jeffreys, William	Start: 11/15/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Health and wellness services

Description: Ensure all of our students are well and have the proper nutrition to make the most of their time at HOPE. School nurses, dental services and physician services must be available to our students to support their well-being.

Activity: Student wellness and nutrition

Description: All students will be provided student health and wellness services. The school will provide dental services, physician services, and full time nursing services at the school. All food provided by the school will meet federal school food nutritional guidelines.

Person Responsible Timeline for Implementation Resources

Eric Worley	Start: 11/15/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Psychological counseling

Description: Provide psychological evaluations and counseling for all students in need of those services.

Activity: Psychological counseling and evaluation

Description: All students identified as needing psychological evaluations and/or psychological counseling will receive those services, through professional services purchased by the school.

Person Responsible Timeline for Implementation Resources

Jeffreys, William	Start: 11/15/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: High quality Science instruction for all students

Description: Provide materials, resources and trained teachers to all students to support high level Science learning and achievement of the Pennsylvania Science Standards prior to graduation.

Strategy: Provide access to high quality Science teaching materials and resources for students and teachers.

Description: Make science interactive, fun and effective. Through videoconferencing, cable television and desktop sharing, science students will be able to form partnerships with museums, institutes and noted professionals, thus making science a living, breathing and tangible experience. Adjust Science curriculum for a variety of reading levels and math skill levels. Provide hands-on Science learning tools and projects.

Activity: Purchase high quality science materials and curricula for teaching of all Science courses

Description: Install a virtual laboratory, with engaging and interactive virtual lab activities that allow students to perform lab activities in a simulated, safe and exciting environment.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009 Finish: Ongoing	\$41,000.00
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Status: Not Started — Overdue

Activity: Train Science teachers in methods of engaging urban students actively in learning science

Description: Provide workshops for Science and send them to conferences to learn techniques for motivating and engaging urban, minority students in Science. Train all Science teachers in the use of project-based learning materials to make Science a hands-on learning experience at HOPE.

Person Responsible	Timeline for Implementation	Resources
Catherine Russo	Start: 8/1/2010 Finish: 8/1/2013	\$4,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	5

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HOPE Charter School, National Science Teachers Association	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Association • Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Science teachers will be able to use hands-on, project based learning approaches to engage students with all skill levels in learning Science. Science teachers will be able to motivate urban, minority students to become	Science is an active process, and students learn Science concepts and principles best when they are actively engaged in learning Science through hands-on projects.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content</u>

actively engaged in Science and to consider Science-related careers.

knowledge in the area of the educator's certification or assignment.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey

Status: Not Started — Overdue

Goal: Increase student exposure to world-wide experiences

Description: Increase students' exposure to the world outside the neighborhood of their home and school.

Strategy: Increase student exposure to world-wide experiences

Description: Distance Learning. Install a system of live communications with schools and other settings, such as museums in other cities and countries. Students will use video conferencing tools like Skype, Yugma and Eluminate to establish meaningful relationships with students in other countries.

Activity: Train teachers in increasing students' exposure to the larger world

Description: Provide workshops to train all teachers in ways of incorporating current events and exposure to the larger world into all subjects.

Person Responsible	Timeline for Implementation	Resources
Catherine Russo	Start: 8/1/2010 Finish: 8/1/2013	\$2,250.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	21
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HOPE Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be able to identify ways to include current events, both local and global, into their lessons. Teachers will identify resources that they can use as sources for connecting students to people, places and events around the world.	Best practices require that high quality education connects students to the larger world around them, and makes the education that they are receiving more relevant by placing it in a real-world context.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for

struggling students.

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Peer-to-peer lesson discussions• Lesson modeling with mentoring	<ul style="list-style-type: none">• Participant survey

Status: Not Started — Overdue

Goal: Install instructional technologies in classrooms

Description: Install 8 Smartboards.

Strategy: Install effective and engaging instructional technologies in classrooms across the school

Description: Increasing interactive learning, Smartboards will add a new dimension to student/teacher classroom presentations in 9th grade English, Math, Science, History and 10th grade English, Math, Science, History. Smartboards are ideal for online training, conferences, workshops, school announcements and broadcast. The morning broadcast team will be able to produce shows and invite guest speakers to address the student body. The school will be able to view that content on the Smartboards. Smartboards in the classroom raise the interest level of students who are visual learners and for students who learn better by seeing/hearing certain things explained rather than reading them.

Activity: Install 8 Smartboards

Description: Smart boards to be purchased with related wiring

Person Responsible Timeline for Implementation Resources

None Selected	Start: 3/1/2010 Finish: 6/30/2010	\$16,000.00
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Status: Not Started — Overdue

Goal: Integrate the arts into all subject areas

Description: Integrate the arts into all subject areas to improve student engagement in, enjoyment of, and familiarity with, the arts in all forms.

Strategy: Provide workshops and on-going coaching and professional development on integrating the arts into all instructional areas

Description: All teachers will be provided on-going professional development on how to integrate the arts into all subject areas to increase student motivation and engagement, artistry, and appreciation for the power of the arts.

Activity: Train all teachers and administrators on integrating the arts into the school culture

Description: Provide workshops for teachers and administrators on effective methods of using art to teach and motivate students in all subject areas.

Person Responsible	Timeline for Implementation	Resources
Catherine Russo	Start: 8/1/2010 Finish: 8/1/2013	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	24
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
HOPE Charter School	<ul style="list-style-type: none"> • School Entity • Company 	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

Teachers will be able to identify resources that assist them with using the arts to teach core subjects, including math, reading, writing, science, social studies, and foreign languages. Teachers will be able to create lesson plans for their subject areas that incorporate the arts and identify Pennsylvania Arts standards as a key component of those lessons. Teachers will be able to teach a lesson in their subject area that incorporates the arts.	Arts-infused lessons provide both motivation and outlets for creative expression across the curriculum, and make activities more meaningful and person to students. Incorporating the arts into core subjects has been demonstrated to increase student academic achievement.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment. • Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

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

- Other educational specialists 12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Participant survey

Status: Not Started — Overdue

Goal: Maintain a reliable and powerful technological infrastructure

Description: On-going maintenance of technological infrastructure

Strategy: On-going maintenance of technological infrastructure

Description: To contract with an IT company to ensure that all our systems are maintained day-to-day. This includes our website, three regular all-purpose computer labs, planned language lab (see below), planned wireless virtual science lab (see below). On-Call Now, classroom computers, etc.

Activity: On-going maintenance of technological infrastructure

Description: To continue with full-time technology support to maintain and problem-solve HOPE's entire technological and telecommunications network. The service will be two days a week on-site, with availability at all other times. Move to virtualization as a way to make our system more efficient and reduce maintenance costs.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010 Finish: Ongoing	\$288,000.00
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Status: Not Started — Overdue

Goal: Provide all staff with high quality professional development in areas of need

Description: Target professional development to areas of need

Strategy: Partner with other similar schools to share knowledge and strategies

Description: Partner with other schools that work with an “at risk” population. Identify professional development needs of the staff and provide professional development activities and resources that target those needs directly.

Activity: Partner with a similar school to share strategies and insights

Description: Identify a partner school that serves a similar student population and has a similar mission to share strategies and methods of working with an urban, largely poor, largely low income student population with a history of low achievement and/or behavior problems. Teachers and other staff are provided release time once or twice each year to observe the partner school in action.

Person Responsible	Timeline for Implementation	Resources
Eric Worley	Start: 8/1/2010 Finish: 8/1/2013	\$1,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	25
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
HOPE Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Principals will learn and share strategies for managing academic, behavioral and social development of HOPE students, and methods of identifying and managing resources to meet the goals of the school. Counselors will learn methods of	Finding a partner school with similar goals and serving similar populations will expand access to a community of professionals that can bring much needed	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator’s <u>teaching skills</u> based on

working with students with a history of behavioral problems and school failure that help to keep the students in school and become productive members of society. Teachers will learn methods of moving students with a history of low academic achievement toward achieving grade level Standards.

innovations and strategies for success to the school.

research on effective practice, with attention given to interventions for struggling students.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Participant survey

Status: Not Started — Overdue

Activity: Use technology to expand professional development opportunities

Description: Provide various computer and communications technologies for teachers to use to connect to professional development resources provided by fee-for-service websites, colleges and universities, IUs and PDE. Provide a wireless connection, with web cams. Enable connections with other schools so that intra-school training can take place, thereby reducing travel costs and time involved, and ideas and effective strategies can be shared. Videoconferencing options include: Skype, Yugma and uStream.

Person Responsible	Timeline for Implementation	Resources
Eric Worley	Start: 7/1/2010 Finish: 6/30/2013	\$40,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	36	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hope Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
By sharing with other educators what has been beneficial in the teaching of both HOPE Charter students and the students of the conferencing schools our teachers will expand their knowledge beyond their discipline. In addition, this will allow for increased cultural sensitivity on the part of our staff.	Increasingly videoconferencing is becoming part of the standard set of tools used by teachers to enhance communication, training, and instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community</u>

partners.

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning

Evaluation Methods

- Participant survey

styles

Status: Not Started — Overdue

Goal: Provide high quality teaching of foreign languages

Description: Increase students' abilities in foreign languages

Strategy: Use technology to enhance students' foreign language learning and practice

Description: Build students' foreign language communication, reading and listening skills through access to computer and Internet-based resources.

Activity: Use technology to enhance the teaching of foreign languages

Description: Purchase and install computers, software and communication tools that can be used to improve teaching and learning of languages other than English. Wire one language classroom so that it is an internet-connected and interactive language laboratory. Include foreign language podcasts as a routine part of the foreign language curriculum. Encourage students to subscribe to foreign language blogs and news services and to use the Internet Public Library to access foreign language newspapers.

Person Responsible Timeline for Implementation Resources

Eric Worley	Start: 7/1/2010 Finish: Ongoing	\$63,900.00
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Status: Not Started — Overdue

Goal: Safe and orderly school environment

Description: Ensure a safe school for students, staff and visitors.

Strategy: Train all school personnel in school safety-related policies, procedures and resources to ensure a safe and orderly environment.

Description: Provide training to all staff in methods and resources available to maintain school safety for all members of the school community. Increase knowledge and awareness of the official school safety plan.

Activity: Conduct on-going dialogue regarding safety needs and concerns in the school

Description: Review school safety concerns and procedures for handling school safety and student behavior problems with the staff at monthly faculty meetings. Review school safety concerns among the students at Student Council meetings every month.

Person Responsible	Timeline for Implementation	Resources
Carl King	Start: 8/1/2009 Finish: 8/1/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	9	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HOPE Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How to respond to safety and discipline concerns at the school.	Best practices indicate that having a safe and orderly school environment is essential to increasing student engagement and academic achievement.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to

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

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • staff dialogue 	<ul style="list-style-type: none"> • Participant survey

Status: In Progress — Upcoming

Activity: Train teachers and counselors in behavior management techniques and Code of Conduct

Description: Provide workshops to train all teachers, administrators and counselors in managing problem student behaviors in and out of the classroom. Train teachers to work with parents to reduce behavior problems. Train all staff in the Code of Conduct and how to respond effectively to behavior problems and student-student conflicts.

Person Responsible	Timeline for Implementation	Resources
Carl King	Start: 8/1/2010 Finish: 8/1/2013	\$600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	24
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

HOPE Charter School

- School Entity

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Content of the Student Code of Conduct. How to manage student behavior problems. How to reduce student conflicts. How to work with parents to manage student behaviors.

Best practices indicate the importance of having a safe and orderly school and classroom environment in order to increase opportunities for academic achievement.

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- High school (grades 9-12)

Follow-up Activities

- Journaling and reflecting

Evaluation Methods

- Participant survey

Status: Not Started — Overdue

Goal: Safeguard all student academic and personal data

Description: Student/academic data protection

Strategy: Protect student data through secure databases and secure folders

Description: Utilizing newer technology to protect data e.g. more storage devices and on-line back-up technology.

Activity: Student/academic data protection

Description: Utilizing newer technology to protect data e.g. more storage devices and on-line back-up technology.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009 Finish: Ongoing	\$24,400.00
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Status: In Progress — Upcoming

Goal: STUDENT GRADUATION RATE AND ATTENDANCE

Description: Graduation rate will meet an 80% threshold and/or show growth. Student attendance will show improvement annually and/or be at least 75%.

Strategy: Strengthen attendance monitoring and student engagement in school

Description: (1) An automatic call home or to parent's work if student has not come into school by 10:30am (2) Link our current "swipe entry" system to our student information system, so that we can check from any PC to determine if a student is in school (3) Enhancement of "attractability" of school, by creating a fun, modern interactive learning environment. This will include sound engineering and music production, HOPE School Internet TV and podcasting network, and the establishment of an international student government council.

Activity: Provide credit recovery, tutoring, extended school day and year to increase graduation rates

Description: Use multiple approaches to engaging students in school and improving their achievement levels to increase graduation rates.

Person Responsible Timeline for Implementation Resources

Eric Worley	Start: 8/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Purchase and deploy technology to track student attendance daily

Description: 1.This system is already installed, so the service is on-going maintenance. 2. Run cabling to the server and install appropriate access control software so that attendance data does not have to be reentered manually, and so that it can be quickly viewed. 3. Maintain the cabling ton continue our ability to provide CCTV in all classrooms for our student school broadcasting system and a "live" interactive student newspaper, all of which was started in school year 2009-10.

Person Responsible Timeline for Implementation Resources

Richard Chapman	Start: 7/1/2010	\$54,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Train teachers to use attendance tools and methods to keep track of student attendance at school

Description: Teachers will be trained in workshops and throughout the year on use of tools and required actions to keep track of students every day.

Person Responsible	Timeline for Implementation	Resources
Carl King	Start: 8/1/2010 Finish: 8/1/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	21
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Knowledge and Skills

Teachers will know how to use the school's tracking and attendance tools to keep track of student attendance.

Research and Best Practices Designed to Accomplish

Keeping students in school is essential for their long-term academic success and for their success beyond high school.

For classroom teachers, school counselors and education specialists:

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

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

- Instructs the leader in managing resources for effective results.

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

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- High school (grades 9-12)

Follow-up Activities

- staff dialogue

Evaluation Methods

- Participant survey

Status: Not Started — Overdue

Goal: Workplace skills and 21st Century Technology Skills

Description: All students will be provided opportunities to learn SCANS workplace skills and technology skills that will make them competitive in the global workforce.

Strategy: Incorporate 21st Century and workplace skills into all subjects

Description: Require all teachers to incorporate SCANS workplace skills and NETS technology skills and standards into all subjects through explicit incorporation into lesson plans and through the management of student classroom learning and projects.

Activity: Train teachers to incorporate teaching workplace skills into all subjects

Description: Provide workshops to train all teachers in ways to include workplace skills training in their lessons.

Person Responsible	Timeline for Implementation	Resources
Catherine Russo	Start: 8/1/2010 Finish: 8/1/2013	\$1,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	21
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HOPE Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be able to name the essential workplace skills (SCANS skills) that they should include in their classroom teaching. Teachers will learn how to assess student development relative to the SCANS skills. Teachers will learn how to incorporate SCANS skills training in their classroom teaching and lesson plans.	Research has shown that students must be taught workplace skills explicitly in order to be properly prepared for the workplace once they graduate from high school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively

with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

- | Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Peer-to-peer lesson discussions | <ul style="list-style-type: none">• Participant survey |

Status: Not Started — Overdue

Activity: Train teachers to teach 21st Century technology skills to all students

Description: Provide workshops to train teachers to use technology effectively in their classrooms to teach students the 21st Century technology skills (National Educational Technology Skills) that they will need to be successful in the global workforce.

Person Responsible	Timeline for Implementation	Resources
Schuh, Alex	Start: 8/1/2010 Finish: 8/1/2013	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	21
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HOPE Charter School, FRONTIER 21	<ul style="list-style-type: none"> School Entity Company 	Approved

Knowledge and Skills Research and Best Practices Designed to Accomplish

Teachers will learn the NETS Standards for Students (2007). Teachers will be able to incorporate NETS Student Standards into their lesson plans. Teachers will be able to teach a technology-infused lesson in their subject area prior to completing the workshop.	In order for teachers to teach students essential 21st Century Skills, they must first be trained in how to assess and effectively teach those skills as they relate to content and procedures in their particular subject area.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- Other educational specialists

Grade Level

- High school (grades 9-12)

Follow-up Activities

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

Evaluation Methods

- Participant survey

Status: Not Started — Overdue

Strategy: Provide all students access to wireless Internet and mobile laptop carts

Description: Provide wireless Internet and laptop computers for students in all grade levels to use for academic learning.

Activity: Wireless internet and mobile laptop carts

Description: Establish wireless internet throughout the entire building, thus allowing students to access and submit assignments from any location in the school. Establish two mobile 20-laptop carts, with wireless internet (above). Mobile laptop carts allow students to create and maintain a portable paperless learning universe. Mobile laptop carts in a wireless environment help to wean students from their dependency on paper while promoting the idea of 21st century learning, digital USB headset/microphone units required. Additional access points are needed for this wireless internet environment.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010 Finish: Ongoing	\$56,000.00
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Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

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

Intermediate Unit designee met with and when meeting occurred:

School District's Charter Schools Officer, Spring 2011.

Statement of Quality Assurance - Attachment

- Quality Assurance statement 2011

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Many students in Philadelphia arrive at high school age having experienced a long history of failure in school, discipline problems and low self-esteem that have left them with not only low academic skills, but also low levels of motivation to attempt to succeed in school. Part of HOPE's mission is to find these students and try to re-engage them in the learning experience again, to give them guidance and support and most importantly a belief that they can succeed if they are willing to make the required effort. The population that is attracted or referred to HOPE is difficult population academically, and one that requires a special type of program and effort from the day that they walk into the school. From their first day, we concentrate particularly on the following:

- engaging our students in academic learning,
- building their academic fundamentals,
- giving them self-confidence in school-based learning,
- orienting them toward becoming lifelong learners, and
- moving them toward the Pennsylvania high school proficiency standards in all areas.

Consistent with Pennsylvania's Act 22, Chapter 4 regulations for high school, our instructional program accomplishes the tasks mentioned above by focusing on:

- helping all students achieve the Pennsylvania Academic Standards in all areas,

- helping students to attain the amount of course credits they need to graduate from high school,
- helping all students to attain proficiency on the PSSA/Keystone exams, and
- helping all students to develop the skills necessary to succeed at work.

HOPE works with each individual student and their parent to provide an individualized program of study that begins at the student's current level and aims to accelerate them toward proficiency by the time they graduate from our school.

In order to help our students meet rigorous academic standards and achieve proficiency on the State's PSSA tests, HOPE Charter School uses textbooks and curricula that are fully aligned with the Pennsylvania Academic Standards. The curriculum is structured on a literature and vocabulary-based approach for Reading and Writing. Mathematics are integrated throughout the curriculum, through customized learning experiences developed by our teachers.

The curriculum for the school meets the requirements of 22 Pa Code Ch. 4, because it is fully focused on providing all students with the academic coursework and the instructional methods that can help them to meet the Pennsylvania Academic Standards in all areas. Furthermore, the curriculum and schedule are designed to provide our students with the coursework and instructional hours necessary to master the Keystone exams, which is a requirement for graduates in Pennsylvania beginning with this year's 9th grade students.

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In order to help our students meet rigorous academic standards and achieve proficiency on the State's PSSA tests, HOPE Charter School uses textbooks and curricula that are fully aligned with the Pennsylvania Academic Standards. The curriculum is structured on a literature and vocabulary-based approach for Reading and Writing. Mathematics are integrated throughout the curriculum, through customized learning experiences developed by our teachers. In addition to our core subjects of English, Mathematics, and Science, our students participate in formal courses in French, Spanish, Social Studies, African American History, Technology, Science, Art & Drama and Academic Enrichment. During core subjects - Math, Reading, English, Science and History - several teaching methodologies are promoted at HOPE Charter School. These strategies include project based-learning and inquiry centers, which support constructivist learning and differentiated instruction. These teaching and learning models support in-depth and inquiry based instruction.

In an effort to improve the academic achievement of students performing significantly below standards in literacy and mathematical skills, we incorporate a two-tiered approach:

1. All content areas - Math, Reading, Language Arts, Science and History - are supported by electives and special classes that reinforce content, instruction, hands-on learning and practical applications. Special curriculum materials for lower level reading skills are provided for our students who come to the school with poor reading skills. Most of the student population at HOPE comes to the school with reading skills four grade levels below 9th grade.
2. Pull out programs for small group and one-on one instruction is supported by Title I Teachers. Title I staff identify students performing below standard, create schedules and provide instruction based on schoolwide and statewide assessment results. A Title I-supported reading teacher works with Title I-eligible students incorporating audio, visual and kinesthetic learning in small group settings.

The graduation requirements for HOPE Charter School students meet the requirements of past versions of Pennsylvania's Act 22, Chapter 4, specifically the requirements related to credit accumulation, PSSA proficiency in Math and Reading, and a completed Senior Project that demonstrates mastery of multiple subjects at the upper levels of the Pennsylvania Academic Standards. HOPE's current requirements are as follows:

Credits

- | | |
|--------------------|--|
| English- 4 credits | Arts and Humanities- 2 credits |
| Math- 3 credits | Health & Physical Education- 1.5 credits |
| Science- 3 credits | World Languages- 2 credits |
| History- 3 credits | Electives- 5 credits |

All students are required to have 24 credits and to successfully complete a Comprehensive Senior Project to graduate. Students can choose either a Career Path, a 2 year College/Trade School Path, or a College Path to graduation, as detailed below.

Career Path		2 year College/Trade School Path		4 yr College Path	
4	English	4	English	4	English
3	Math	3	Math	4	Math
2	Social Studies	3	Social Studies	3	Social Studies
2	Science	2	Science	3	Science
1	PE/Health	1	PE/Health	1	PE/Health

2	Arts&Humanities	2	Arts&Humanities	2	Arts&Humanities
10	Electives	2	Language	3	Language
		7	Electives	4	Electives
24	<i>credits</i>	24	<i>credits</i>	24	<i>credits</i>

For 2012, and 2013, all students are required to achieve proficiency on both the PSSA Math and the PSSA Reading 11th grade tests prior to graduation or the students must prove proficiency on the Pennsylvania Academic Standards in Math and Reading through performance on equally rigorous, locally developed, standards-aligned tests.

Recommended Courses by Grade Level

9th Grade Schedule- 7 cr

English 9

Algebra 1

World Cultures

Physical Science

Health

2 Electives/PE/Health

and/or

Arts and Humanities

10th Grade Schedule- 7 cr

English 10

Geometry

Civics and Government

Biology

World Language 1

Electives

11th Grade Schedule- 7 cr

English 11

Algebra 2

American History

Chemistry

World Language 2

Test Prep — half year

Electives

12th Grade Schedule- 2.5 cr

English 12

Electives

Professional Development Plans

The School Strategic Planning Committee developed a Professional Development Plan and a Teacher Induction Plan that are integrated with our School Improvement Plan and oriented toward preparing our staff to work with students who come to school with prior records of disciplinary problems and truancy problems and low academic performance. Both the Induction Plan and the Professional Development Plan were reviewed and approved by the Pennsylvania Department of Education. The Induction Plan approval letter has been received by HOPE CS, and is attached to this report. The Professional Education Plan approval letter is attached.

Rigorous Instructional Program - Attachments

- Prof ed plan approval letter 2009 to 2012
- HOPE CS Professional Education Plan 2010
- New Teacher Induction Plan 2010
- Professional Devel Plan Approval
- Induction approval letter 2010

English Language Learners

Hope Charter School did not have any students who qualified for ELL/ESL services in 2011-12. In the event that a new student does need ELL/ESL support, the following program will ensure student success. There is also an ESL certified teacher on staff at HOPE in case an ELL student does come to HOPE during the year. The plan presented here addresses who qualifies for the ELL services, the goals and mission of the ELL program, how students are identified, strategies that are used, testing for diagnosis and monitoring of the program, and program standards.

Who: “A student who is in the process of acquiring English and whose native language is not English, or who comes from a background where a language other than English is spoken.” (Malley & Valdez Pierce, 1996; p. 238)

“These students may be immigrants, refugees, or native born Americans. They may come to school with extensive formal education or they may be academically delayed or illiterate in their first language. Such students arrive at school with varying degrees of English proficiency. Some may not speak English at all, others may speak English, but need assistance in reading and writing English.” (ESL Standards for Pre-K-12 Students, 1996, p. 159)

There will be four levels of ESL (English as Second Languages) categorization. They are (1) Beginner, (2) Beginner II, (3) Intermediate, and (4) Advanced. Students will be placed at appropriate levels based on the Language Assessment Battery (LAB) and the Language Assessment Scales (LAS).

Goals: The goals of the ESL program are to:

1. Assist teachers to help Limited English Proficient Students (LEPs) acquire English effectively and efficiently.
2. Facilitate LEPs' interpersonal communication in social settings as well as comprehension of and meaningful participation in content area classes.
3. Enable LEPs to achieve the Pennsylvania academic content standards.
4. Promote LEPs' success in their academic careers and ultimately in life.

The Mission: The key to meeting these goals is effective ESL and content area instruction. Recent research has shown that direct teaching of language is not as effective as the teaching of language through content areas (Wayne P. Thomas and Virginia P. Collier, 1995). Therefore, language instruction can be deliberately planned through professionally selected instructional delivery strategies for content areas so that LEPs' acquisition of language is natural and incidental.

Some ESL students come to school with basic competence in the area of social communication, but many do not. "Basic Interpersonal Communicative Skills" are just one level of English proficiency, however, and usually take one to two years.

Teachers will be advised to explicitly teach metacognitive skills, such as note-taking, planning, scanning, skimming, reflecting, summarizing, text-rendering, thinking aloud, test-taking, brainstorming, conducting research and learning how to learn.

A low level of proficiency in English does not necessarily mean a low level of cognitive development. Therefore, teachers are advised to motivate learning through higher order thinking exercises by tapping into students' analytical, synthetic, and evaluative skills.

Identification of students upon registration:

- Initial registration form: Parents indicate if another language is spoken at home. This is the first opportunity to identify how many second language learners we may have.
- Home language survey: When any student is enrolled, all parents will fill out a home language survey indicating any language differences. If the survey indicates a second language, student must be referred for Language Proficiency Testing.
- Official registration form contains questions regarding home language and previous bilingual services.
- Records from previous school.

Testing Formal:

- School testing will be administered by the school's Speech Therapist and World Language teacher.
- The World Language teacher, when appropriate can serve as interpreter for parents.

- Students will be administered a written test. Reading Comprehension and Language usage tests, including the GRADE Reading test.
- If the student scores at or about the 40th percentile, they will be classified as English proficient.
- If the student scores below 40th percentile, they will take the oral proficiency test. The oral test will identify the proficiency level of the student

These skills are the academic cognitive and linguistic functions required of content-area instruction.

Surface and Deeper Levels of Language Proficiency

According to Anna Uhi Chamot and Michael J. O'Malley (1994, p.41), LEPs must master the following cognitive academic language functions in order to comprehend and participate meaningfully in mainstream ESL and bilingual classes at the high school level: Knowledge, Pronunciation, Comprehension, Vocabulary, Application, Grammar, Analysis, Synthesis, Semantic Meaning, Evaluation, and Functional Meaning. Cognitive Academic Language Proficiency (CALP) skills take much longer to master. It may take five to seven years for LEPs with approximately two to three years of education in their home countries to acquire *academic* language on a par with native English-speaking peers (Collier, 1995).

LEPs with no formal education in their home countries may need seven to ten years (Collier, 1995). However, in professional circles, discussion centers on how to reduce this time frame down to three or four years with appropriate and effective teaching strategies and instructional accommodations. Our ESL students are faced with a double task of mastering content-area knowledge and skills while learning academic language at the same time. Classroom teacher must not assume that oral fluency correlates with mastery of academic language.

Strategies

Limited English Proficient Students can master Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) instruction in the content-area classes. Content-based ESL instruction and sheltered content instruction are effective structures for Limited English Proficient Students. Therefore, it is the responsibility of the content area teachers to employ appropriate methods of teaching to:

- (1) ensure student comprehension and participation; and also
- (2) improve the students' language proficiency.

It is the responsibility of the ESL/Bilingual teacher to:

- (1) teach language; but also

(2) incorporate basic concepts, skills, and knowledge of content areas into their ESL instruction.

The recommended way for the ESL/bilingual teacher to incorporate academic vocabulary, skills, concepts, and knowledge is through thematic units. A theme drawn from life experience will naturally offer opportunities to learn skills and concepts in social studies, math, science, etc., in an integrative manner.

ESL/bilingual teacher will teach with knowledge of the sociopolitical and cultural aspects of the English language in comparison with LEPs' home languages.

Content area teachers with LEPs, especially sheltered and co-taught class teachers, must know the level of their students' proficiency in the English language and their sociocultural backgrounds in order to teach their respective subjects effectively and also to help LEPs develop their language.

Concepts can be better comprehended when embedded in context. The following figure suggests that for students at the earliest stages of language proficiency, effective pedagogy begins instruction in Quadrant A, then proceeds to B and C as soon as possible, and then to D.

Knowledge of our student's sociocultural backgrounds will help teachers: identify students' learning styles; interact more effectively with their students; adapt instructional strategies; activate their students' prior knowledge; and help their students make academic input comprehension via scaffolding. Cooperative learning is highly recommended as a method of instruction.

The Hope Charter School's Adapted Version of the National ESL Standards

Goal1: To use English to communicate in social settings

Standard1: Students will use English accurately and appropriately for personal expression, enjoyment, and social interaction.

Standard2: Students will use appropriate and effective learning strategies to extend their communicative competence.

Goal2: To use English to achieve academically in all content areas

Standard1: Students will use English accurately and appropriately to obtain, process, construct, and provide subject matter information in the classroom and in other settings in spoken and written form.

Standard 2: Students will use appropriate and effective learning strategies to construct and apply academic knowledge.

Standard3: Students will use technologies to obtain, disseminate, and communicate information across content areas.

Goal3: To use English in socially and culturally appropriate ways

Standard1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

Standard2: Students will use nonverbal communication appropriate to audience, purpose, and setting.

Standard3: Students will use appropriate and effective learning strategies to extend their sociolinguistic and sociocultural competence

English Language Learners - Attachments

- ELL Policy
- ELL Hope ACS 2011 12

Graduation Requirements

The graduation requirements for HOPE Charter School students meet the requirements of past versions of Pennsylvania's Act 22, Chapter 4, specifically the requirements related to proficiency in Math and Reading, and a completed Senior Project that demonstrates mastery of multiple subjects at the upper levels of the Pennsylvania Academic Standards.

Graduation Requirements

All students are required to have **23.5 credits** to graduate. The course requirements are as follows:

English	4 credits	World Language	2 credits
Mathematics	3 credits	Arts & Humanities	2 credits
History	3 credits	Health/PE	1.5
credits			
Science	3 credits	Electives	5 credits

In addition:

- Every graduate must complete a senior project which includes community service.

- Each student must also pay a graduation fee
- All graduating seniors must pass proficiency exams in Mathematics, Reading and Writing
- No senior may take more than 2 credits in summerschool to graduate

Special Education

All of Hope Charter's students come to us because they have had trouble in school, and many have had difficulty because of special needs that were not adequately addressed by the students' previous schools. We provide a wealth of services for students with special needs, and pay particular attention to creating a team to diagnose, oversee and administer each special needs student's educational plan. For the past 3 years (2009 to 2012), the special education program has been managed by our school's Director of Student Services who is a PA Certified Special Education Teacher. The program is taught and managed by a combination of both certified special education teachers and regular classroom teachers, in accordance with each student's IEP. The school served 85 special education students with IEPs as of December 2010.

HOPE's education model for special education students follows a general inclusion structure, with every attempt made to provide the Least Restrictive Environment for every student with an IEP. Students who need additional services that cannot be provided in the classroom, such as student who need life skills training, are provided those services during the regular school day in small group "pullout" programs tailored to their needs.

HOPE Charter's compliance with the federal Special Education Law and PA Act 22

HOPE Charter School complied with all federal rules and regulations under the IDEA law during 2011-12, providing a Free and Appropriate Public Education (FAPE) to all students regardless of their disability. HOPE's special education program also complies with all rules and regulations regarding special education detailed in Pennsylvania's Act 22, Chapter 4. The program was overseen this year by the school's Coordinator of Special Education.

FAPE includes related services that help the child get to school and benefit from the special education program. These may include:

Special transportation

Assistive technology devices which help a child communicate or otherwise participate in school activities
Other services which help or support the child as the child grows and learns.

HOPE's special education policy is outlined below, and attached to this Report.

HOPE Charter serves a disproportionately high percentage of special education students, due to the nature of our mission and the types of parents and students who are looking for a place like HOPE. During the current school year (2011-12), approximately 21% of our students had IEPs, and several more were in the process of being evaluated for possible needed services. This number was very similar to the number of Special Education students HOPE served last year (21%).

THE CHILD'S INDIVIDUALIZED EDUCATION PROGRAM (IEP)

If the evaluation team determines that a child has a disability and is in need of specially designed instruction, the school's IEP team writes the Individualized Education Program (IEP). This plan will be written at an IEP meeting with the required IEP team members and will include a description of all the programs and services necessary to help the child succeed in school. The IEP team uses information contained in the evaluation report to write and develop the IEP. The IEP must be developed at the meeting when all required persons are in attendance. It cannot be developed prior to the meeting.

REQUIRED IEP TEAM MEMBERS

Required members of the IEP team at HOPE are:

The child's parent(s)

At least one of the child's regular education teachers (if the child is, or might become, part of regular education classes)

At least one special education teacher

A representative of the school who is qualified to provide or supervise special education programs and is familiar with the general curriculum and with resources offered by the charter school (the local educational agency or LEA)

An individual able to interpret evaluation results (may already be a team member)

Other individuals, at parental or school request, who know the child or have previously worked with the child. Parents may bring an advocate to advise them or any other individual who will be able to add information about the child's educational experience

The child at age 14 (when post-graduation planning will be done) or any time prior to age 14 when parents choose to have the child present

A vocational-technical school representative (if a vocational-technical program is being considered for the child)

One person may fill more than one of the above roles. The minimum number of people at the IEP meetings should be four if the child will participate in regular education: the parent, the Charter School Representative, a special education teacher, and a regular education teacher. The regular education teacher is not required to attend all meetings or stay for the entire meeting, but is required to be a team member if the child is, or may be, participating in the regular education environment.

Parents are required to be part of the IEP team. Meetings must be scheduled to fit with both the parents' schedule and the schedule of school officials. The school must issue parents written notice of when, where, and why the meeting will be held and a list of other invited attendees. If the date or time is not convenient, parents may request a change. Parents may also be included by telephone if it is impossible for them to attend the meeting in person. If parents choose not to attend the IEP meeting, it may be held without them.

IEP TIMELINES

The IEP must be developed within 30 calendar days after the evaluation team issues its report. The child's program must be reviewed annually at an IEP meeting. It may be reviewed more often if requested by the parent or another IEP team member. Additional evaluations (re-evaluations) are conducted at least every three years (two years if a child has mental retardation in his or her diagnosis).

IEP CONTENTS

The IEP team at HOPE reviews all the evaluation material and determines how the child is currently performing in school. The IEP team writes annual goals and short term learning objectives that can be measured and meet the needs of the child. Annual goals describe what the child can be expected to learn during the year. Short-term objectives are the sequential steps the child must take in order to reach these goals.

HOPE'S IEP TEAM DETERMINES:

The special education services and programs necessary to meet the child's individual needs

Where, when, type, and frequency of related services that will be provided. For example, the IEP may say "individual

speech therapy, 30-minute periods, three times per week, in the speech room." Special transportation, different from the mode of transportation utilized by other children, is also included in this category. For example, the IEP may say "abus that will lift a wheelchair from the curb taking Jimmy from his home to school with a ride no longer than 30 minutes"

The date services and programs will begin and their duration

The tests or other methods of evaluation that will be used to determine if the child is meeting the annual goals and learning objectives and how and when this progress will be reported to parents. Progress must be reported at least as often as progress is reported for regular education students

Amount of time (if any) the child will NOT participate in the regular class or in the general education curriculum and will be in settings with other special education students only. This should indicate when the child will not be learning skills or knowledge directly linked to the skills and knowledge studied by the children in regular education

The adjustments needed in the regular education setting (if any) for the child to succeed include untimed tests or assistance with note taking

The adjustments needed (if any) for the child to participate in the statewide PA System of School Assessment (PSSA) or school-wide tests. If the child is unable to take the test, the IEP must indicate the reason(s) why, why the test is not appropriate for the child, and how the child will be assessed.

CONSIDERATIONS IN DEVELOPING THE IEP:

Parental concerns

Whether the child exhibits behavior that interferes with the child's learning or the learning of others, and therefore needs a behavioral intervention plan describing strategies for controlling and changing challenging behaviors

The needs of children with limited English language skills

Use of Braille for children with visual problems

The communication needs of children, including children who are deaf or hard of hearing

Whether the child needs assistive technology devices or services to communicate or participate in school activities

Information on the following will be provided on a child's IEP, if appropriate:

Extended School Year (ESY)- the team must consider whether a child needs more than 180 days in order to receive a free appropriate public education. For some children with disabilities, interruptions in the school schedule, such as summer break, can result in the loss of their basic skills, and it may take a significant amount of time to regain those skills once school resumes. ESY services are provided during breaks in the educational calendar to prevent such circumstances.

Special or modified physical education (adaptive physical education) for a child unable to participate in regular physical education due to a disability.

PLANNING FOR LIFE AFTER GRADUATION

HOPE's IEP team designs a program to help the child prepare for life when finished with school. This is called transition planning because planning is done through the IEP to ease the transition from school to the world of work or other activities in which the young adult may be involved. By the time the child is 14, the IEP team must decide what kinds of courses the child will take. Examples include art courses, vocational courses, or courses to prepare the child for college or higher education.

At HOPE, planning for school-to-adult-living transition begins when the child turns 16, or sooner if the IEP team thinks early planning would be beneficial. The IEP team must discuss with both the parents and child what the child wants to do when high school is completed. These plans include the type of education or training that will be received, desired job, where the child will live, and how the child will spend free time.

EDUCATIONAL SETTING

HOPE's special education program is completely developed before the IEP team decides where the program will be provided. The IEP team examines different classes or arrangements within classes to see where the program can be delivered. The first place it considers will be the regular classroom with supports and services.

The law requires that children with disabilities be placed in situations that provide them with the best opportunities to be with students who are not disabled. This is called placing the student in the "least restrictive environment." The least restrictive environment is the regular classroom with supports and services unless the IEP team determines that the special needs of the child cannot be met there.

THE APPROPRIATE CLASS

The classroom chosen for the child with a disability depends upon the amount and type of special instruction or services the child needs. If the child needs only some instruction in special education classes, it may be possible for the child to stay in the regular classroom throughout most of the day, leaving it only for a short period of special instruction. A special education teacher may also be able to give instruction in the regular classroom.

For some children, placement in a special education class for most or all of the day is necessary. Students who receive most of their instruction in basic academic subjects in special education classes will still have opportunities to participate in other activities in school with regular education students. Some examples of these opportunities might include participation in elective subjects such as art or music, belonging to a regular homeroom, socializing in the lunchroom, and attending assemblies and other enrichment programs with regular education students. Participation is not limited to the above list.

Each public agency, including charter schools, must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services if an IEP team decides that a particular type of class is necessary. At HOPE, the continuum may include:

- Instruction in regular classes
- Special classes
- Special schools
- Home instruction
- Instruction in hospitals and institutions

HOPE Charter School will also make provisions for supplementary services such as resource room or itinerant instruction, where necessary.

If a child needs a full-time special education program, school officials must still try to place the child in the charter school, unless the child's needs are so complex that this would not be appropriate. If the IEP cannot be implemented in the charter school, placement might be in a program run by the local intermediate unit (IU) or an approved private school.

A private program can only be recommended if no public program exists in the charter school or a school district or if one cannot be developed. Ordinarily, a child would be assigned to a private school only during the school day. A residential or overnight placement can be recommended if this is the only placement to bring about meaningful educational

progress, or if the only appropriate program is at a school so far away that daily transportation is not practical.

Children, both with and without disabilities, may become ill and need to stay home for brief periods of time, perhaps a day or two. Sometimes an illness may last for several weeks and students are excused from going to school during this period. These children may need instruction during this period and this instruction is called "homebound instruction." It is not a special education placement.

NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT

Once the IEP has been developed by the IEP team, Hope Charter School will issue to the parents the Notice of Recommended Educational Placement (NOREP). This notice explains the placement or recommended class for the child and explains parental rights.

Parents also must give advance notice to Hope Charter School officials if they are replacing their child in a private school and are asking the school to pay for this private school. This notice can be given at the IEP meeting or in writing 10 business days before removing the child from school. If parents fail to give this notice, refuse to allow the school to evaluate the child, or otherwise act "unreasonably," a hearing officer or court can deny or reduce their request for payment from the school. An exception will be made if parents are unable to read or write in English.

SERVICES TO INCARCERATED STUDENTS

If a student from our charter school who has an IEP is incarcerated in a county facility, the special education services for that student will be provided by the host district where the county facility is located. However, the services will be paid for by the local education agency, which would be the charter school in the case of Hope Charter. The Charter School Representative member of the IEP team should be from the charter school.

Special Education - Attachment

- Special Education Policies & Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Melissa Vanacore	1.00	Learning Support	Hope Charter School	23	na
Ashley Gaynor	1.00	Learning Support	Hope Charter	18	na

			School		
Russell Grayson	1.00	Learning Support	Hope Charter School	12	na
Nathalie Simpson	1.00	Learning Support	Hope Charter School	19	na
Robert Webb	1.00	Learning Support	Hope Charter School	10	na

Special Education Program Profile - Chart II

Organization FTE Type of class or support Location # of Students Other Information

NA	1.00	NA	NA	0	na
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Special Education Program Profile - Chart III

Title	Location	FTE
Special Ed Supervisor, William Jefferies	Hope Charter School	1
Paraprofessional	Hope Charter School	1
Psychologist	Hope Charter School	0.2
Speech Therapist	Hope Charter School	0.2

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual Title/Service Amount of Time Per Week

Barbara Still	Psychologist	.2
Village Care Family Services	Speech Therapist	.2

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification K 1 2 3 4 5

PSSA	No	No	No	No	No	No
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Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA (Math, Reading, Science, Writing)	No	No	No	No	No	Yes	No
GMADE Math Test	No	No	No	Yes	Yes	No	No
GRADE Reading Test	No	No	No	Yes	Yes	No	No
PSSA Re-test	No	No	No	No	No	No	Yes
4Sight (Math, Reading)	No	No	No	Yes	Yes	Yes	No

Student Assessment

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

How these results influence development of new or revised annual measurable goals and targets.

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

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.

HOPE Charter is a school for students who have struggled to achieve in other educational environments, and who have many challenges that affect their academic progress. Nearly $\frac{1}{4}$ of HOPE's students have special education needs, and over $\frac{3}{4}$ come to the school more than two grade levels behind in Math and English skills. The vast majority of our students have low self-confidence, and a history of detaching from the school represented in high rates of absenteeism and attendance at multiple high schools. The extremely diverse academic backgrounds of HOPE's students require the school to have a particularly strong student assessment and diagnostic system and an equally strong progress monitoring system that ensures all students are being provided the kinds of instruction they need to keep them on track toward earning credits and achieving the Pennsylvania Standards prior to graduation.

Our students come to the school for a wide variety of reasons, at all grade levels and at all times of the school year. Because the nature of HOPE is to serve the neediest students who often find themselves in unworkable situations at other schools, we may take students who just need a few credits to complete their senior year, or who need 20 credits but are already 19 years old. With this understanding of our mission and vision in mind, we have created a diagnostic assessment plan and monitoring system that keeps our students and teachers focused on achieving academic proficiency.

HOPE Charter School's assessment system has been developed to guide implementation of our School Improvement Plan, to evaluate our progress toward achievement of the goals of our charter, and to inform our administrators and teachers regarding our students' academic and

behavioral progress so that we might individualize each student's educational program to meet their unique needs. In order to accomplish these goals, our student assessment system includes:

- Diagnostic, standardized testing in Reading and Math for entering students at all grade levels (GMADE and GRADE),
- PSSA Standards-linked testing in Reading, Math, Writing and Science in 11th grade, Curriculum based classroom testing in the form of quizzes, unit tests, project rubrics, performances, and presentations,
- 4Sight quarterly Math and Reading skills monitoring system, four times per year with progressive academic goals,
- Remedial skills assessments,
- Keystone Exams in Math, Literature and Biology (to replace the PSSAs), and
- Study Island Standards-linked test preparation and skills monitoring software.

At weekly, monthly and annual planning meetings, teachers and administrators meet to discuss the results of student assessments are discussed and the educational program and curricula adjusted based on our understanding of how our students are progressing academically. In 2011-12, we instituted school-wide "Data Shares" each quarter that examine our students' 4Sight test progress, and compare their academic achievement growth to growth targets. By bringing recent assessment results to our planning sessions, our school is forging its new path toward true data driven decision making for instructional improvement. We are now able to track our students' growth and identify areas and students that need more attention in order to prepare all of our students to meet the PA standards.

Results from the 4Sight tests from 2011-12 are provided in the Local Assessments section below.

Study Island was used by 11th grade students in the school this year (2011-12) for the third time in order to give them practice with the format and content of items on the PSSA tests. Study Island PSSA preparation time was built into students' schedules on a weekly basis.

Our schoolwide assessment system collects information from student and parent surveys, teacher grades and student performances (rubrics), 4Sight, PSSA tests, GMADE and GRADE standardized tests, and 6 week benchmark tests, student attendance, and student behaviors. This information is used to track both student and school progress. Our student data are kept largely in our PowerSchool online database. The results of these data are available to all staff with permission to view student information.

For ten years, HOPE Charter School has not been able to achieve our AYP targets. However, in 2011-12, the school made gains in Math and in Reading. Our school's AYP status is affected directly by our model of intentionally attracting students who have not been able to achieve at other schools. Although final AYP scores have not been released for 2011-12, our preliminary score calculations indicate that the school will most likely be placed in Corrective Action II, sixth year for the upcoming school year. The unofficial results show that HOPE achieved 8 out of 13 AYP targets in 2012. We attribute our students' progress to three major initiatives: 1) attempt to keep students in school for more days, 2) changed schedule, with more time for academics and more focused academics, and 3) an extensive assessment system for monitoring, diagnosing and providing feedback on student progress.

Adequate Yearly Progress Status for 2011-2012

The following chart shows the school's AYP status over time. Although the preliminary AYP results have not yet been released for HOPE, we believe that the school will likely be placed in Corrective Action 6th year.

HOPE Charter School AYP Results, 2004-2012

2004 Status	2005 Status	2006 Status	2007 Status	2008 Status	2009 Status	2010 Status	2011 Status	2012 Status
School Improvement I	School Improvement II	Corrective Action I	Corrective Action II, First Year	Corrective Action II, Second Year	Corrective Action II, Third Year	Corrective Action II, Fourth Year	Corrective Action II, Fifth Year	Preliminary Corrective Action II, 6th Year

This year's 11th grade scores were the highest in school history, with 11.3% scoring at the Proficient or Advanced levels in Reading, and 10.0% of Juniors scoring Proficient or Advanced in Math. Our overall Reading and Math proficiency levels on the PSSA tests were below the statewide targets for 2012 of 81% proficient for Reading and 78% for Math.

The table below shows the overall proficiency levels on the PSSA for HOPE Charter since 2007. As can be seen in the table, our students' Reading proficiency scores increased slightly in Reading, but greatly in Math. Nearly 5 times more students performed at the Proficient level in Math compared to 2011, and 10% more than in 2007, 2008 and 2009. Our Math improvement is attributable to a much better monitoring system, a completely new curriculum geared to the standards, and better preparation of our math teachers.

HOPE Charter School PSSA Proficiency Levels for All Students, 2007 to 2012

PSSA TEST	2007 % Proficient	2008 % Proficient	2009 % Proficient	2010 % Proficient	2011 % Proficient	2012% Proficient	Difference 2011 to 2012
Reading	3.0	9.1	5.9	10.4	10.1	11.3	+1.2
Math	0.0	0.0	0.0	2.6	2.2	10.0	+7.8

The table below shows Math and Reading PSSA proficiency percentages for each tested group. The school had 3 tested groups again this year- the All group, the Black group and the Economically Disadvantaged group. The table shows that Math proficiency scores across all groups were very similar, with the All students group and Black group performing at 10.0% proficiency, and the Economically Disadvantaged group performing just below that level at 9.4% proficiency. In Reading, 11.3% of the All students group and Black group achieved proficiency, while the Economically Disadvantaged students performed much better overall, with 17.0% proficiency.

MATH and READING Proficiency Percentages, by Group, for Spring 2012

PSSA Math Percentage Proficient, Spring 2011		
All	Black	Econ
10.0%	10.0%	9.4%
Reading Percentage Proficient, Spring 2011		
All	Black	Econ
11.3%	11.3%	17.0%

When looking at proficiency scores and Adequate Yearly Progress, it is important to understand that when a student scores “proficient”, he is essentially performing at the expected level for his grade group. Expectations for the grades are stated explicitly in the Pennsylvania Academic Standards for each subject. If a student scores “advanced”, he is performing at least one grade above his current grade level. If a student scores “basic”, he is performing 1 to 2 levels below his grade level. If he scores “below basic,” he is performing three or more levels below his grade level.

The tables below show the percentage of 11th graders scoring at different levels of the spring 2012 PSSA in Math and Reading, by category (preliminary/unofficial results).

The results for the Math PSSA show that the Math proficiency levels of each group (All, Black, and Economically Disadvantaged) increased by a large percentage from 2011 to 2012 (7.7 to 7.8%), and the percentage scoring at the Below Basic level declined by 5.3% to 8.8%). While over ¾ of each category still performed at the Below Basic level (e.g., 2+ grades behind), there was major progress made in raising student achievement. HOPE Charter School PSSA Math Performance Levels for 2011 and 2012

Math Perf Lvl	ALL 2012	ALL 2011	ALL Difference 11-12	BLACK 2012	BLACK 2011	BLACK Difference 11-12	ECON 2012	ECON 2011	ECON Difference 11-12
Below Basic	78.8%	87.5%	-8.8%	78.8%	87.4%	-8.7%	79.2%	84.5%	-5.3%
Basic	11.3%	10.2%	+1.1%	11.3%	10.3%	+1.0%	11.3%	13.8%	-2.5%
Proficient	10.0%	2.2%	+7.8%	10.0%	2.3%	+7.7%	9.4%	1.7%	+7.7%
Advanced	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total/ Prof & Adv	10.0%	2.2%	+7.8%	10.0%	2.3%	+7.7%	9.4%	1.7%	+7.7%

Reading scores for HOPE Charter School were better than Math scores on the PSSA in 2012, as has historically been the case at hope. Each tested group (All students, Black students, Economically Disadvantaged students) achieved at their highest levels in 2012, with 11.3% of the total group and black group, and 17% of the Economically Disadvantaged scoring at the Proficient level. Equally important, the percentage of students performing at the Below Basic level dropped dramatically, by 17.2% to 18.8%. These improvements in achievement are directly attributable to the improvements in curriculum and assessment made at HOPE over the past three years.

HOPE Charter School PSSA Reading Performance Levels for 2012

Reading Perf Lvl	ALL 2012	ALL 2011	ALL Difference 11-12	BLACK 2012	BLACK 2011	BLACK Difference 11-12	ECON 2012	ECON 2011	ECON Difference 11-12
Below Basic	56.3%	75.0%	-18.8%	56.3%	74.4%	-18.2%	60.4%	77.6%	-17.2%

Basic	32.5%	14.8%	+17.7%	32.5%	15.1%	+17.4%	22.6%	12.1%	+10.5%
Proficient	11.3%	10.1%	+1.2%	11.3%	10.3%	+1.0%	17.0%	10.3%	+6.7%
Advanced	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	+0.0%
Total/ Prof & Adv	11.3%	10.1%	+1.2%	11.3%	10.3%	+1.0%	17.0%	10.3%	+6.7%

Results of the Writing PSSA test of the Juniors were the best of all of the tests again in 2011-12. On the Writing test, 41.3% of the Juniors scored at the Proficient level overall, which was a 17% decline in proficiency from 2011. All of the Writing test takers were Black, so their proficiency level was the same as the whole group (41.3%). A smaller percentage of the Economically Disadvantaged Juniors scored Proficient (36.4%). This drop may represent a change in emphasis in the curriculum, which was moving toward the Keystone Exam preparation across all grades.

HOPE Charter School PSSA Writing Performance Levels for 2012

Writing Perf Lvl	ALL 2012	ALL 2011	ALL Difference 11-12	BLACK 2012	BLACK 2011	BLACK Difference 11-12	ECON 2012	ECON 2011	ECON Difference 11-12
Below Basic	3.8%	4.2%	-0.5%	3.8%	4.2%	-0.5%	3.6%	4.1%	-0.5%
Basic	55.0%	37.5%	+17.5%	55.0%	38.0%	+17.0%	60.0%	38.8%	+21.2%
Proficient	41.3%	55.6%	-14.4%	41.3%	54.9%	-13.7%	36.4%	57.1%	-20.7%
Advanced	0.0%	2.8%	-2.8%	0.0%	2.8%	-2.8%	0.0%	0.0%	0.0%
Total/ Prof & Adv	41.3%	58.3%	-17.0%	41.3%	57.7%	-16.5%	36.4%	57.1%	-20.7%

Results of the Science PSSA for the Juniors at HOPE in 2012 were the lowest of the tested subjects. A large percentage of each group of students scored at the Below Basic level. No students in the three tested groups scored at the Proficient or Advanced level (0%), which was a slight decline from the 1.3% to 2.1% from 2011. However, the percentage of All, Black and Economically Disadvantaged students in the Below Basic category declined from 2011, to 77.9% overall and among Black students, and 76.9% of Economically Disadvantaged students. This was the second year of declines of percentages scoring at the lowest level, indicating that HOPE is making some progress in increasing science knowledge and skills of its students.

HOPE Charter School PSSA Science Performance Levels for 2012

Science Perf Lvl	ALL 2011	ALL 2010	ALL Difference 10-11	BLACK 2011	BLACK 2010	BLACK Difference 10-11	ECON 2011	ECON 2010	ECON Difference 10-11
Below Basic	77.9%	85.3%	-7.4%	77.9%	85.1%	-7.2%	76.9%	85.4%	-8.5%
Basic	22.1%	13.3%	+8.8%	22.1%	13.5%	+8.6%	23.1%	12.5%	+10.6%
Proficient	0.0%	1.3%	-1.3%	0.0%	1.4%	-1.4%	0.0%	2.1%	-2.1%
Advanced	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total/ Prof & Adv	0.0%	1.3%	-1.3%	0.0%	1.4%	-1.4%	0.0%	2.1%	-2.1%

Math, Reading, Writing, Science PSSA Subtopics

Subtopics for each PSSA test are calculated to show whether students answer a “low”, “medium” or “high” number of items correctly in a particular topic. Looking across students can show whether a tested group- in this case 11th graders- have been able to grasp the concept well, some, or not well at all. This type of analysis can help in adjusting teaching and the curriculum, to emphasize points that students are missing in a particular topic. The following tables show the subtopic (Anchor) scores for the whole group of students in Math, Reading, Writing and Science- the 4 tested PSSA subjects in 2012.

The Math table below shows that the HOPE students performed similarly across the 5 tested math subcategories (anchor areas) of Numbers & Operations, Measurement, Data Analysis & Probability, Algebraic Concepts, and Data Analysis & Probability, with the highest percentage answering a “medium” or “high” number correctly in Numbers and Operations (24.0%), and the lowest percentage answering a similar number of items correctly in Algebraic Concepts (9.8%).

Math PSSA Subtopic Performance, Percentage of Juniors Answering a Low, Medium or High Number of Items Correctly in 2011-12

Performance Level	Numbers & Operations	Measurement	Data Analysis & Probability	Algebraic Concepts	Data Analysis & Probability
Low	75.6%	90.2%	93.9%	90.2%	84.1%
Medium	19.5%	8.5%	4.9%	9.8%	14.6%
High	4.9%	1.2%	1.2%	0.0%	1.2%

The next table shows the Reading subtopic performance for HOPE students. Of the two Reading Anchors, the students performed better on Interpretation and Analysis (23.8% answered a Medium or High number of items correctly) than on the Comprehension and Reading Skills subtopic (16.3% answered a Medium or High number of items correctly). Reading performance was considerably better overall in 2012 than in 2011 on both topics.

Reading PSSA Subtopic Performance, Percentage of Juniors Answering a Low, Medium or High Number of Items Correctly in 2011-12

Performance Level	Comprehension and Reading Skills	Interpretation & Analysis of Fiction & Non-Fiction
Low	83.8%	76.3%
Medium	16.3%	22.5%
High	0.0%	1.3%

The next table shows the Writing subtopic performance for the two Writing Anchor areas. As was mentioned earlier, the Writing proficiency scores dropped from 2011 to 2012 overall at HOPE. Yet, this year's Juniors performed better than last year's on the Composition subtopic (65.0% vs. 61.1% answered a Medium or High number of items correctly). However, on the Revise and Edit subtopic, many fewer students answered a Medium or High number of items correctly compared with last year (33.8% vs. 58.8%). Revising and Editing was clearly the far weaker area for HOPE students on this year's PSSA Writing test.

Writing PSSA Subtopic Performance, Percentage of Juniors Answering a Low, Medium or High Number of Items Correctly in 2011-12

Writing Subarea	Revise and Edit	Composition
Low	66.3%	35.0%
Medium	33.8%	65.0%
High	0.0%	0.0%

The final Anchor analysis table details student performance in 2012 on the Science PSSA. The students' best performance this year was in Biological Science (3.9% answered a Medium or High number of items correctly), and the worst performance was in Nature of Science, where 100% answered only a low number of items correctly.

Science PSSA Subtopic Performance, Percentage of Juniors Answering a Low, Medium or High Number of Items Correctly in 2011-12

Performance Level	Nature of Science	Biological Science	Physical Science	Earth and Space Science
Low	100.0%	96.1%	98.7%	98.7%
Medium	0.0%	3.9%	0.0%	1.3%
High	0.0%	0.0%	1.3%	0.0%

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?

Because nearly all of our students are “at risk” of failure, due to their past experiences of high absenteeism, low academic achievement, behavioral problems, and difficult home situations and various combinations of the above, the school works with each student to produce an Individual Plan that highlights their strengths and weaknesses, and sets individualized programs that will help them to move toward academic proficiency and high school graduation. The student plans use results from standardized reading and math assessments (given as placement tests to all new students at HOPE), teacher-developed assessments and course grades, and any other information provided by students, parents, teachers or administrators that will help to create the best possible educational program for the student. We have implemented a system that collects diagnostic reading and math data from each student when they come into the school that helps to inform the individualized plans (GMADE and GRADE). The system tracks individual student progress through quarterly 4Sight PSSA prediction tests in grades 9, 10 and 11 in Math and Reading.

Students in danger of failing or identified as not making reasonable progress by teachers, administrators, and/or standardized test results are eligible to participate in the following initiatives:

- Small class sizes: 18 or fewer

- After school homework help
- After-School Credit Recovery
- Summer Programs for Credit Recovery
- Tutoring by the SES Program
- Small group instruction as necessary in the classroom setting
- Blended special education program in content areas on all grade levels (for IEP students)
- Partnership with JJC to provide behavioral health services for students requiring them, including an on-site therapist
- Behavior and Academic advisors to serve as liaisons between school and home for all students
- Close supervision by Special Education Coordinator of class schedules, assessments, and instruction for special education students
- High quality curricula focused on achieving the PA Academic Standards
- Study Island online PSSA preparation sessions several hours per week for 11th grades for Math, Reading and Writing
- An Academic Advisor for each grade level.

Local Assessments

During the 2011-12 School Year, HOPE teachers and administrators continued to implement the approved School Improvement Plan (SIP) that was developed in 2009. The SIP called for the use of assessments to monitor and provide feedback for improving the instructional program in Math, Reading and Science. The ultimate goal of the SIP is to raise the PSSA performance levels of students at HOPE. The school used the 4Sight tests of Reading and Math to track student progress at 4 benchmark points during the year. They were administered 3 times in 2010-11 as well. The 4Sight provides projected PSSA scores, and was used with 9th, 10th and 11th graders. The results of the 4Sight tests for Math and Reading from the spring of 2011 to the spring of 2012 are provided in the following tables.

The Reading and Math 4Sight predicted proficiency tables below show the 9th, 10th and 11th graders' predicted PSSA proficiency scores for the spring of 2011 and each of the 4 benchmarks from the 2011-12 school year, along with schoolwide predicted proficiencies, and growth scores calculated from across the 2011-12 school year (Q1 to Q4) by grade and for the whole group.

The Math table below shows that each grade's predicted proficiency increased from the first quarter to the 4th quarter, with 10th grade improving the most (12.8% increase), and 11th grade reaching the highest level of predicted proficiency (24.0%). Overall, the three grades' predicted proficiency increased by 10.2% across 2011-12. And, the Q4 overall 4Sight Math performance in 2012 bested the 2011 baseline score by 6.5%.

The Reading table below shows more improvement than the Math 4Sight scores for each grade and overall. The Math predicted proficiency increased the most for 10th grade (21.9%), although all of the grades improved by approximately 20% in proficiency across the year. The highest predicted proficiency level in Reading was achieved by the 11th grade class, with a 4th quarter score of 33% proficient. All of the grades performed in 2012 well above the spring 2011 baseline. The total increase across years was 13.9%.

The improvements in 4Sight scores demonstrate that the new assessment and curriculum system put in place for 2011-12 was highly successful, and is setting the foundation for higher achievement in 2012-13.

MATH 4Sight PSSA Predictive Test, SY 2011-12, by Quarter, Percentage Proficient or Advanced

GRADE TOPIC	Baseline Spring 10-11)	Q1	Q2	Q3	Q4	Growth over Q1 to Q4
9th	12.5	1.9	7.0	5.5	10.0	8.1
10th	9.8	8.2	12.5	17.8	21.0	12.8
11th	18.3	16.4	16.5	21.7	24.0	7.6
All Grades	13.5	8.8	12.0	15.0	19.0	10.2

READING 4Sight PSSA Predictive Test, SY 2011-12, by Quarter, Percentage Proficient or Advanced

GRADE TOPIC	Baseline (Spring 10-11)	Q1	Q2	Q3	Q4	Growth over Q1 to Q4
9th	12.5	6.5	11.5	18.0	27.0	20.5
10th	19.4	14.1	18.1	23.3	36.0	21.9
11th	25.5	17.1	20.5	25.0	37.0	19.9
All Grades	19.1	12.5	16.7	21.8	33.0	20.5

Student Assessment - Attachment

- Local assessment scores 4sight 2012 HOPE CS

Teacher Evaluation

For 2012-13, HOPE CS will be participating in the Race to the Top initiative that will focus on implementing and evaluating new teaching standards as outlined by Charlotte Danielson. Professional development will be held throughout the year to help the teachers and administrators to focus on implementing the new standards and rubric.

In 2011-12, HOPE continued the teacher evaluation plan that we had developed over the past 3 years. The HCS teacher evaluation plan is designed to serve several purposes:

Provide a process that allows and encourages supervisors and teachers to work together to improve and enhance classroom instructional practices.

Provide a process for bringing structured assistance to marginal teachers.

Provide a basis for making more rational decisions about the retention, transfer, or dismissal of staff members.

Provide a basis for making more informed judgments about differing performance levels for use in compensation programs such as merit pay plans or career ladder programs.

Provide information for determining the extent of implementation of knowledge and skills gained during staff development activities and for use in judging a teacher's degree of competency.

The main features of the plan are as follows:

All teachers and other staff members are provided with detailed job descriptions in their staff handbook, which set forth job expectations.

Three levels of feedback and evaluation exist for teachers: informal observation, formative evaluations, and summative evaluations.

Informal observations provide feedback to teachers in the following areas: lesson objectives, instruction, lesson materials and activities, student engagement, assessment, classroom appearance and organization, and classroom management.

Formative evaluations and summative evaluations rate teachers in the following areas: planning and preparation, classroom environment, instructional delivery, and professional responsibilities. The HCS Teacher Evaluation Form is based on the PDE 426/427 Assessment forms with the following five categories: (1) Planning/Preparation, (2) Classroom Environment, (3) Instructional Delivery, (4) Professionalism and (5) Overall Performance.

All evaluation formats permit staff comment. Such comment, in addition to the evaluation, is placed in the employee's personnel file. Comment is regarded as positive and useful.

Review conferences are held for all teachers within five days of observation. Reviews will be written, discussed, and signed by all appropriate parties. Inclusive education of special needs students will be part of the review process.

Teachers shall have the right of appeal in the event of perceived unfavorable or inaccurate reviews. Appeals shall be directed to the Board of Trustees, who will establish an outside arbitrator to review the evaluator's recommendations. The arbitrator will provide a hearing and written recommendations regarding any follow-up action for the Board.

The Principal and Director of Curriculum complete an evaluation of the work performance of each teacher and all other staff members, and the CEO completes an evaluation of the Principal. The evaluations are completed by May 31st so that the Board can review the results of the evaluation and make a decision as to whether the employee will continue employment at HCS during the next school year. Teaching staff receive their written evaluations on or before May 31st.

Informal Observations- Teachers

All teachers will have at least two informal observations each year. These are brief classroom visits made by an administrator intended to serve as spot checks for several areas of instruction and classroom management concerns.

Formative Evaluations- Teachers, Support Staff and Advisors

All teachers receive two formative evaluations of their work performance each year- one each semester. These appraisals are intended to identify areas of excellence and to recommend areas where improvement would further enhance effectiveness. The appraisals must also emphasize any issues related to certification and the taking of necessary courses or the Praxis examination.

All support staff and Advisors will receive two formative evaluations of their work performance each year- one per semester. These appraisals are intended to identify areas of excellence and to recommend areas where improvement would further enhance effectiveness.

Summative Evaluations- All Staff

All staff members receive a full appraisal in May of each year. This is a comprehensive review. For teachers, this review is partially based on classroom observations and student achievement. For support staff, this review is partially based on evidence, documentation and observation of in-depth individual and group work with students and families, combined with adherence to casework intervals, reporting formats (such as Learning Plans) and phone contact intervals.

Entities and individuals who are responsible for teacher and staff evaluations

Evaluations are performed by the Director of Curriculum and Instruction (a Pennsylvania Certified School Principal) for teachers and Academic Advisors, and the school's principal (Pennsylvania Certified School Principal) oversee the evaluation of all teachers at the school. The Director of School Culture evaluates all Behavior Advisors and support staff positions. The Federal Programs Coordinator, a Pennsylvania Certified Special Education Teacher evaluates all of the special education teachers and Title I teachers. The Trustees also reserve the right to utilize properly credentialed consultants in any task associated with Employment Review preparation.

Observations by the Founder, CEO and Trustees will also be taken into consideration in the performance review.

Professional development for evaluators

The school's Principal, Director of Curriculum and Instruction, Federal Programs Coordinator, and Director of School Culture all participate in professional development throughout the year that is focused on implementing our hands-on, literacy based curriculum for urban students. In addition, the evaluators also attend the annual state charter schools conference, where they learn about the latest techniques for teaching urban youth.

All evaluators at HOPE Charter School have received graduate level performance evaluation training. The Principal, Director of Curriculum, and Federal Programs Coordinator have attended PaTTAN sponsored workshops on teacher evaluation methods and requirements.

Teacher Evaluation - Attachments

- Hope CS teacher evaluation plan 2010
- Informal Teacher Observation form
- Summative Teacher Evaluation Form
- Teacher Eval Form Formative

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The school's administrative leadership team was brought in as a group to assist the CEO when the school's previous principal left the school at the end of the 2008 school year. The school's top leadership team -- Principal, Director of School Culture, and Director of Curriculum and Instruction - has remained the same for over 3 years. The Director of School Culture was recently appointed (2011) to the new position of Chief Operations Officer. The CEO, Richard Chapman, has been the primary leader of the school since founding the school in 2002. The Special Education

Coordinator who left the school during the 2008-09 school year was replaced by a qualified Special Education Coordinator for the 2009-10 school year. The school's finance director, who was based at JJC, was replaced with a qualified school finance officer employed by Foundations, Inc. in the middle of the 2009-10 school year. The move to a new finance director at Foundations is helping the school to manage its budgets and make budget projections more efficiently and more accurately.

The Board of Trustees changed in the 2008-09 school year to a group that remained the full Board for three full years. Two Board members have remained on the Board for the entire term of this charter (since 2007). This year, those same Board members continued to serve, and we added three new Board members as well. The CEO has served on the Board as an Ex-Officio member since 2007.

HOPE CS Board of Trustees, Since 2007-08

Name of Trustee	2007-08	2008-09	2009-10	2010-11	2011-12
Lisa Ballard-Gamble	President	Not member	Not member	Not member	Not member
Richard Chapman	Ex-officio	Ex-officio	Ex-officio	Ex-officio	Ex-officio
Tara Curfman	member	Not member	Not member	Not member	Not member
Jeanine Glasgow	member	Not member	Not member	Not member	Not member
Joseph Nicholson	member	Not member	Not member	Not member	Not member
Francesca Pugh-Opher	member	Not member	Not member	Not member	Not member
Alana Walls	member	Not member	Not member	Not member	Not member
Herbert Wilson	Treasurer	President	President	President	President
Janice Walker	member	Treasurer	Treasurer	Treasurer	Treasurer
Shanese Johnson	Not member	Member	Member	Member	Member
Glenda Singletary	Not member	Member	Member	Member	Member
Sama Alghali	Not member	Not member	Not member	Not member	Member
Arenda Bethel	Not member	Not member	Not member	Not member	Member
Altovese Love-Craighead	Not member	Not member	Not member	Not member	member
Dorian Harris	Not member	Not member	Not member	Not member	member

At the conclusion of the 2011-12 school year, HOPE's Principal of 4 years resigned, and a search for a new Principal was begun by the Board. In addition, Mr. Chapman, one of the school's founders and CEO for 10 years, stepped down to serve on a contract basis while the Board searched for a new CEO.

Board of Trustees

Name of Trustee	Office (if any)
Richard Chapman	CEO (ex-officio)
Janice Walker	Treasurer
Herbert Wilson III	President
Shanese Johnson	Member
Glenda Singletery	Member
Dorian Harris	Member
Altovese Love-Craighead	Member
Arenda Bethel	Member

Professional Development (Governance)

The Board coordinates the governance of the school primarily through a close working relationship between the Board President, the CEO and Director of Human Resources (both of whom are founders of the school and work part time at JJC). The school's administration communicates directly with the Board members at Board meetings, and through regular written and email communications.. Each new member is given the School's adopted Bylaws and the minutes from the two previous meetings. In addition, Board members are required to attend trainings to develop their skills as Board Members.

The board complies with all procedures and laws including the Sunshine Law and the Public Officials Act. All parents, staff and public are welcome to attend public portions of the board meetings. Meetings are canceled very rarely- due to circumstances outside of our control such as snowstorms that stop public transportation in the City. In accordance with the Sunshine Law, all meetings are posted in the Philadelphia Daily News Legal Section.

For the 2011-12 school year, the Board added three new members. All of these Board members were trained by the school's lawyer and the CEO in the charter school law, general education law, and the Sunshine Law, as well as general Board procedures.

Coordination of the Governance and Management of the School

The Board of HOPE Charter School maintains a working relationship with the chartering school district- the School District of Philadelphia- by ensuring that all reports (PDE, District, grants, etc.) are submitted in a timely manner. The school's CEO is in regular contact with the Director of the District's Charter Schools Office, and often calls or meets directly with representatives of the Charter Schools Office to share information. HOPE's Principal will frequently attend these meetings as well. Information from these meetings and communications is brought to the Board at monthly Board meetings. This year was a renewal year, and the CEO and Board Chair communicated regularly with school district officials in order to respond to inquiries and submit required renewal applications and supplementary documentation. While the CEO and Board responded in a timely manner to all requests, the District's Charter school staff was not so

responsive. A lack of communication and guidance from the District often led to frustration among the administrators, Board and staff. This frustration ultimately led to HOPE's Board submitting their proposal to close the school to the SRC in June of 2012.

The HOPE CS Board coordinates the governance of the school by meeting with the CEO at monthly Board meetings, and any other meeting that the Board requires. The Board of Trustees receives monthly verbal reports on conditions at the school and progress in implementing school improvement efforts from both the CEO and the school's Principal. Every report that is prepared for external organizations is given to the Board President for dissemination to the Board members. The Board also receives a copy of the Annual Report and external and internal reports, including monthly financial reports, prepared by the Charter School staff. The Board also reviews student achievement data with the school's administrators regularly.

Coordination of the Governance and Management of the School - Attachment

- Board MTG Schedule 2011 2012

Community and Parent Engagement

HOPE Charter School has a direct relationship to the community in that it is linked with the Juvenile Justice Center in Philadelphia. The CEO of the school is also an upper level manager at the Juvenile Justice Center. This relationship provides access to many resources for HOPE Charter, including staff knowledgeable in dealing with behavior modification programs that work, and caseworkers who help to keep the students on track and in school. The school also helps JJC, in that the school takes many of the court-adjudicated youth who may not be accepted by any other school in the City, or students who have been placed in group homes who have particular social and emotional needs that most schools can't adequately serve.

Regarding HOPE's relationship to the surrounding community, the administrative team continues to be involved closely with the NCCY (Northwest Community Coalition for Youth) initiatives. The school's principal participates in a weekly conference call that includes the school administrators from many of the high schools in the northwest, SEPTA and Philadelphia police, and other community leaders. Mr. Worley (principal) and/or Mr. King (School Culture Director) attend monthly NCCY community and truancy initiative meetings.

Parental involvement

For the past 4 years, HOPE has been working to increase communication with parents and involvement of parents in the life and mission of the school. Outreach to parents at HOPE starts with an interview with the CEO of the school that is part of the admissions application process. The CEO speaks on the phone and/or meets with each parent individually, and explains to them the mission and vision of the school, and the requirements of the application process. Thus, from the very beginning, parents are sought out as partners in their child's education with HOPE. This year, 2011-12, HOPE continued to expand its outreach to parents, providing open houses throughout the year with information about how they can get involved with the school, and helpful information for guiding their child's academic progress at HOPE and into college and beyond. The school placed particular emphasis on updating the website and ensuring that teachers were accessible to parents through Powerschool and by email.

The School's Director of School Culture stays in close contact with parents, keeping them abreast of student behavior and truancy issues before they become major problems. The School's team of 4 Advisors- one for each grade- work daily to meet with and communicate with parents and guardians to ensure that the school is aware of issues facing the students at home, and to keep people at home informed about what the child is experiencing and how well they are doing in school.

HOPE Charter School is designed to be a community of parents, educators and social services personnel working as a team to help "at risk" students achieve their educational goals. Parents are expected to attend conferences, to volunteer their time at the school, and to stay in touch with the school administrators and their child's teachers. They are also expected to participate in IEP meetings, should that be necessary for their child.

The school requests that every family provide 2 hours monthly of volunteer service each year. The Parent / Student Handbook and the Code of Conduct are provided to all parents and students when they first enroll at HOPE Charter School.

The HCS Home and School Association meets regularly and the dates are printed in the Parent / Student Handbook-- generally every month during the school year.

Parent Conferences — The following is a list of Parent Teacher Conferences held during 2011-12.

HOPE Charter School Parent/Teacher Conferences 2011-12

- September= Back to School Night

- Parents and guardians were invited to school to meet with their child's teachers, follow their child's class schedule, and learn about the overall HOPE Charter School program.
- November = 1st Marking Period Report Card Conferences
 - Parents and guardians were invited to school to pick up report cards and meet with teachers to discuss any academic concerns.
- February = 2nd Marking Period Report Card Conferences
 - Parents and guardians were invited to school to pick up report cards and meet with teachers to discuss any academic concerns.
- April = 3rd Marking Period Report Card Conferences
 - Parents and guardians were invited to school to pick up report cards and meet with teachers to discuss any academic concerns.

The Board of Trustee Members sometimes participate in Open House Sessions, award ceremonies, graduation, inviting parents/guardians to serve on the board and supporting the Parent Organization. Also Board meetings are advertised in the local print media, in accordance with the Sunshine laws. A Board member is also a parent of a student at HOPE.

The school has an active PowerSchool portal that is regularly updated where our parents can access information about their child's progress, and contact their child's teachers or administrators 24 hours a day. Every parent is given an access code to Powerschool upon enrolling their child in the school. Parents have access to information about their child, including information about grades, attendance, and behavior.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There were no major fundraising activities at the school during 2011-12. However, the school was able to obtain more funds through special grant opportunities and through traditional smaller fundraising activities. The smaller fundraising efforts at HOPE included bake sales, pretzel sales, vending machine commissions and staff dress down days. From these activities, the school raised approximately \$6,000.

Our school's mission requires that we serve some of the most difficult students in Philadelphia, so we are constantly in need of more resources and personnel to do that job effectively. This year, we placed renewed effort on grant writing and finding ways to manage the school's resources more efficiently. We submitted our School Improvement Plan on time and received approval from the School District of Philadelphia, which made us eligible for a \$38,436.00 grant from the PA Department of Education. The grant helped us to continue our efforts that were supported initially by a Title I Supplemental grant awarded to us for 2011 of forty thousand dollars. Through the new grant, we focused on improving teacher skills in specific areas of the curriculum, and working with

teachers and outside consultants to revise our current curriculum to align directly with the new Keystone Exams.

We also applied for and received a competitive EETT grant, which allowed us to purchase more computer technology, including projectors and smartboards for our classrooms, and to pay for distance learning resources and professional development for our teachers. The EETT grant was for \$40,000 dollars.

In addition to School Improvement and EETT grants, we applied for and were awarded a competitive Race to the Top grant, which will provide professional development for our teachers and administrators for 2012-13. The Race to the Top grant was for \$20,116.00.

Fiscal Solvency Policies

HOPE took a major step toward improving our fiscal situation in the long and short term last year when we contracted with Foundations, Inc. to provide financial services to the school in 2010-11. Prior to this, the finances were managed by a variety of people based at the JJC, who were not necessarily familiar with the complexities of school finance. Our work with Pete Costa at Foundations has been rewarding, and has provided the school with new insights regarding methods to maximize our budgets to provide the best possible resources for our students.

In order to keep track of and ensure fiscal solvency, financial statements are reviewed monthly. A cash flow statement is projected out for the entire year and is updated daily. This forecasts current and future cash requirements and inflows.

Accounting System

The school's chart of accounts mirrors that of the state chart of accounts. HOPE uses the Navision Financial accounting system, which is integrated with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. As attested to by our independent financial auditor, our financial statements are presented in conformity with Generally Accepted Governmental Auditing Standards (GAGAS), using an accrual basis for accounting. We have used Foundations, Inc. as our primary accountant since the spring of 2010.

The following description of the management agreement between Hope Charter School and JJC is taken directly from the signed management agreement for 2011-12.

(attachment "A" to resolution A.8)

JJC/HCS AGREEMENT

This Agreement has been entered into by the boards of Juvenile Justice Center of Philadelphia (a.k.a. JJC Family Services) and HOPE Charter School, both non-profit organizations registered as such in the Commonwealth of Pennsylvania. The organizations are respectively referred to as "JJC" and "HCS", and collectively as "the entities" for purposes of identification in this agreement.

PURPOSE

The agreement is made in order to enhance the functionality and cost effectiveness of the entities, twin agencies serving the social welfare and educational needs of children, youth and families in Philadelphia.

It clarifies work performed and the estimated costs per service.

CONTRACT TERM

The effective date of this Agreement is July 1, 2011, and the expiration date is June 30, 2012. The Agreement will automatically be extended for further twelve month periods as mutually approved by the entities until voided by one or both entities.

SERVICES

HCS will utilize services and resources as delivered by JJC. Services to be provided will include but not be limited to the following categories:

Accounting and business Services — *budgeting, payroll, monthly statements, accounts payable, accounts receivable, financial statements*

Administration — *board administration, real estate and associated development, repairs and maintenance, service agreements, employment contracts, preparation of publicity material and application packets, liaison with parents/agencies and students as necessary*

Behavioral Health — *all non-CBH aspects of administration of the satellite office, provision of therapeutic services to non-CBH eligible students, contracting with providers*

Human Resources — *hiring, associated paperwork, ensuring adherence to PDE regulations, disciplinary matters, legal HR issues, salary setting*

Physical resources — *light-duty maintenance, courier service*

Purchasing and procurement - *ordering of supplies and services*

As both entities will provide space from time to time to the other entity, such as for meetings and storage, this reciprocal arrangement will be regarded as a "wash" and neither organization shall pay rent for such use to the other.

COMPENSATION AND OTHER EXPENSES

service	per month (previous year in
---------	-----------------------------

	parentheses)
accounting and business services	\$5,664 (\$4,852)
administration	\$2,284 (\$3,300)
behavioral health	\$525 (\$1,908)
human resources	\$2,492 (\$2,180)
Sundries (paper, postage, cartridges, copier agreements, Verizon, U-Com, hardware)	\$2,147
total per month	<i>(2009-10: \$15,956)</i> <i>(2010-11: \$12,440)</i> 2011-12: \$13,112

OTHER DIRECT EXPENSES

At times throughout the year JJC may pay for supplies and other miscellaneous expenses attributable to HCS. With respect to these expenses, if any, JJC will invoice HCS when they occur every month.

EFFECTIVE DATE

The effective date of this agreement is July 1, 2011, and the expiration date is June 30, 2012. The agreement will automatically be extended for further twelve-month periods unless voided and/or updated by other party.

NOTE: The school's accounting contract with FOUNDATIONS, Inc. has been extended through June 30, 2013, and the contract with JJC has been extended to the same date. The JJC contract does not include CEO services after April 16, 2012. CEO and principal services will be contracted through FOUNDATIONS, Inc. for 2012-13.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Budget for HOPE CS through June 30 2012

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

HOPE CS again engaged the audit firm of Hutchinson, Gillahan & Freeh, P.C., located at 415 West Broad Street, Quakertown, PA 18951-1240 to conduct the financial audit of the school year ending June 30, 2011. The auditor's report is dated December 16, 2011.

The auditor's report expresses an unqualified opinion on the financial statements of HOPE Charter School. The independent auditors found that the budget documents prepared by HOPE presented a fair and accurate accounting of HOPE's revenues, expenditures and fund balance.

Although they were not material components of the audit, and did not affect the results of the audit, the auditors stated some concerns in their management letter about federal expenditures and cash receipt documentation. For cash receipt documentation, they recommended that the school use a more clear set of procedures for documenting cash receipts taken in by the school for materials purchased such as uniforms, etc. The school took these recommendations into consideration and now documents cash receipts with more uniform procedures. Regarding the federal accounts, the auditors recommended keeping separate sheets of expenditures linked to federal programs, such as Title I, and other non-federal expenditures. These accounts are kept by FOUNDATIONS, Inc., who reported making changes to those expenditure tracking documents.

The surplus for 2010-11 was calculated to be \$269,243. Cash balance on June 30, 2011 was found to be \$1,021,515.

Federal law allows non-profit organizations until the 15th day of the 5th month following the close of their fiscal year to file taxes and conduct audits. Therefore, HOPE CS has until November 15, 2012 to complete its audit report for 2010-2011 and we anticipate that this audit will be completed accordingly. HOPE CS has engaged the audit firm of Gillahan & Freeh, P.C., located at 415 West Broad Street, Quakertown, PA 18951-1240 to complete the 2011-12 audit.

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

- Audit HOPE CS 2010 11 school year

Citations and follow-up actions for any State Audit Report

No State audit of HOPE Charter School was conducted during the 2010-11 school year. The most recent state audit was in 2007-08. The three findings from that report were addressed immediately, and those issues are no longer a problem at HOPE.

A federal program audit of the Special Education program at HOPE was conducted in 2010-11. No major issues were found, and the minor corrective actions that were required were made and approved.

SECTION VII. FACILITY RESPONSIBILITIES

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

During the 2011-12 school year, HOPECS continued to rent its facility at 2116 E. Haines Street, Philadelphia, PA 19138 from Rowan Development Corporation, a subsidiary of the Ogontz Avenue Revitalization Corporation.

No major equipment or furniture was purchased in 2011-12.

The school follows set purchasing policies for purchasing equipment or furniture for the school. The school uses a purchase order system in which everything must be signed by the CEO of the school as well as the business manager (from FOUNDATIONS, Inc.), after a budgetary check has been performed.

Future Facility Plans and Other Capital Needs

HOPE continued to lease the school facility at 2116 East Haines Street from Rowan Development Corporation which is a subsidiary of Ogontz Revitalization Corporation (OARC). The current lease runs through 2012, and a new lease has been developed and will be signed through June 30, 2013, when HOPE CS will close permanently.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

HOPE Charter School complies with all health and safety requirements. HOPE employs a full time nurse who is responsible for all state and local compliances, including immunization records and school health records. Fire and shelter in place drills are conducted monthly.

The Fire Department of Philadelphia conducts two monitored fire drills each year. Documentation of all fire drills is kept in the Main Office.

Hope's Wellness Policy can be found below and is attached to this report. Our school nurse is preparing a Request for Reimbursement for the 2011-12 school year that we expect to be reimbursed by the Pennsylvania Department of Health. The document from 2010-11 is attached to this report. An updated report for 2011-12 will be forwarded to PDE when it is complete.

Student Wellness Policy

1. Purpose

HOPE Charter School recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. HCS is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

To ensure the health and well-being of all students, HCS establishes that the school shall provide to students:

- A comprehensive nutrition program consistent with federal and state requirements.
- Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
- Some opportunities for appropriate physical activity during the school day.
- Curriculum and programs for grades 9-12 that are designed to educate students about proper nutrition and lifelong physical activity in accordance with State Board of Education curriculum regulations and academic standards.

2. Delegation of Responsibility:

HOPE Charter's CEO or designee shall be responsible to monitor program and curriculum to ensure compliance with this policy, related policies and established guidelines or administrative regulations. Staff members responsible for programs related to student wellness shall report to the CEO or designee regarding the status of the program.

The CEO or designee shall annually report to HOPE's Board on its compliance with law and policies related to student wellness.

The report may include:

- Assessment of school environment regarding student wellness issues.
- Evaluation of food services program.

- Review of all foods and beverages sold in the school for compliance with established nutrition guidelines.
- Listing of activities and programs conducted to promote nutrition and physical activity.
- Recommendations for policy and/or program revisions.
- Suggestions for improvement in specific areas.
- Feedback received from staff, students, parents/guardians, community members and Wellness Committee.

An assurance that guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided annually by the CEO.

3. Guidelines for the Wellness Committee:

The CEO shall appoint a Wellness Committee comprised of the following: School Board member, administrator, food service representative, student, parent/guardian, teacher and school nurse.

The appointed Wellness Committee shall develop a Student Wellness Policy. The Policy will be reviewed and adopted for implementation by HOPE Charter's Board.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for updating the Student Wellness Policy as indicated to assure compliance with state and local regulations.

The Wellness Committee may examine related research and laws, assess student needs and the current school environment, review existing policies and administrative regulations, and raise awareness about student health issues. The Wellness Committee may make policy recommendations to the Board related to other health issues necessary to promote student wellness.

The Wellness Committee may survey parents/guardians and/or students; conduct or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.

The Wellness Committee shall provide periodic reports to the CAO or designee regarding the status of its work, as required.

4. Nutrition Education:

The goal of nutrition education is to teach, encourage and support healthy eating by students. HCS recognizes that promoting student health and nutrition enhances readiness for learning and increases student achievement.

- Nutrition education will be provided within the sequential, comprehensive health education program in accordance with State Board of Education curriculum.

- Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.
- Nutrition education shall be integrated into other subjects as warranted to complement but not replace academic standards based on nutrition education.
- Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.
- The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. Criteria shall be developed to measure “properly” and “appropriate.”
- HCS staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

Although HCS does not have a formal physical education program, HCS shall strive to provide opportunities for appropriate physical activity during the school day for students. Students will be encouraged to participate in after school physical education activities, i.e. aerobics and weight-lifting. All students will learn the importance of physical activity and the need for lifelong, health-enhancing physical activity. Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health and Safety academic standards. An assessment system shall be implemented to track student progress on the Health and Safety academic standards and to assess participation in physical activities.

5. Other School-Based Activities:

- HCS shall provide adequate space for eating and serving school meals.
- Students shall be provided a clean and safe meal environment.
- Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.
- Meal periods shall be scheduled at appropriate hours.
- Drinking water shall be available at all meal periods and throughout the school day.
- Students shall have access to hand washing or sanitizing before meals.
- The Philadelphia School District shall administer the school meals program.
- Access to the food service operation shall be limited to authorized staff only.
- Nutrition content of school meals shall be available to students and parents/guardians.
- To the extent possible, HCS shall utilize available funding and outside programs to enhance student wellness.
- HCS shall provide appropriate training to all staff on the components of the Student Wellness Policy.
- Goals of the Student Wellness Policy shall be considered in planning all school-based activities.
- Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.
- Staff, Administrators, community members, etc. shall be encouraged to serve as positive role models through programs, communications and outreach efforts.
- HCS shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for their children by communicating relevant information through various methods.

6. Nutrition Guidelines:

All foods available at HCS during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity. Foods provided through the National School Lunch or School Breakfast Programs shall comply with federal nutrition standards under the School Meals Initiative.

Competitive foods are defined as foods offered at school other than through the National School Lunch or School Breakfast Programs and include a la carte foods, snacks and beverages; vending food, snacks and beverages; school store food, snacks and beverages; fundraisers; classroom parties; holiday celebrations; and food from home. All competitive foods available to students in the school will comply with the Nutritional Standards for Competitive Foods in Pennsylvania Schools.

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

- Hope CS Wellness Policy
- request for health 2011

Current School Insurance Coverage Policies and Programs

For the 2011-12 school year, HOPE CS was insured at the following levels:

General Liability

Commercial general liability \$ 1,000,000
Damage to Rented Premises (ea. occurrence) \$ 1,000,000
Medical expense (any one person) \$ 10,000
Personal & advertising injury \$ 1,000,000
General Aggregate \$ 3,000,000
Products-completed operations aggregate \$ 3,000,000

Automobile Liability \$1,000,000 (Combined Single Limit)

Excess/Umbrella Liability

Each occurrence \$ 5,000,000
Aggregate \$ 5,000,000
Retention \$ 10,000

Prod Compl'd Op \$5,000,000

Workers compensation & Employers' Liability

Each Accident \$ 500,000

Disease — Each employee \$ 500,000
Disease — Policy Limit \$ 500,000

Property Special — Contents \$ 250,000
Employee Dishonesty \$ 25,000

Professional Liability/Malpractice/Errors& Omissions \$ 1,000,000 per occurrence/
\$ 3,000,000 general aggregate

Directors and Officers/Employment Related Practices \$1,000,000 limit

The producer of our Certificate of Liability Insurance is Lindsay Insurance Group, Inc., 790 Penllyn Pike, Blue Bell, PA19422, (T) 215-540-2400, (F) 215-540-5444.

The insurers affording coverage are Great American Insurance Company #16691, and Wesco Insurance Company #19500.

Additionally, employees are provided with coverage through AETNA and Delta Dental, as well as long-term disability/death & dismemberment under NABCO. Unemployment insurance is self-insured through First Non Profit Insurance Company and administered by TALX. All employees are provided with short-term disability.

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance ACORD 2011-12

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

HOPE has worked with its teachers to maintain a high percentage of certified teachers each year, ensuring that at least 75% of our professional staff held the proper certification for their area of responsibility at the school. As a result, our school maintained its overall certification level at 87.5%, the second highest in the school's history, and just 1% below the highest certification in 2011. This year, the school employed 25 content area teachers, 4 special education teachers and 1 Title I Reading teacher. In 2011-12, 3 teachers did not hold the proper certification, but 1 of those 3 was Highly Qualified. Our Highly Qualified Teacher rate for 2011-12 was 97%. All special education teachers held special education certification. The one regular teacher who was not highly qualified has since been replaced with a highly qualified teacher, which will bring our Highly Qualified rate to 100% for school year 2012-13. Of the 32 professional staff members at HOPE this year, 25 returned from the previous year (78%), and 7

were new to the school (22%). We will be scaling down our school for next year, because it will be the last year and we anticipate serving fewer students. We expect to sign contracts with approximately 20 teachers and 3 administrators for next year, although we will add new more staff if they are needed. The biggest change to our staffing which occurred at the end of the 2012 school year was the resignation of both our CEO and our school's Principal of 4 years. A highly qualified, experienced principal has been identified and is being contracted to serve the school in its final year.

Quality of Teaching and Other Staff - Attachments

- PDE 414 2011 12
- HQT ACS HOPE 201011
- HQT, Course instructor, course enrollment 2011 2012 HOPE CS

Student Enrollment

HOPE Charter School has an open-admissions policy. All of our policies comply with PA Act 22 and particularly the charter school enrollment (lottery) laws. All students who are presently enrolled in Philadelphia public, charter, catholic, private schools, etc. are eligible to attend HOPE Charter School. Applications are accepted for the upcoming school year on January 1st of each school year. The first enrollment period is March 31st. However, if, on March 31st, the number of applications is less than the number of available slots per grade, we extend the enrollment period for one month, until April 30th. Following May 1st, if we still have available space, we accept on a first come, first served basis. If a lottery is conducted, it is held during April or May, whichever applies, per the admissions policy. A waiting list is created for each grade until the end of the school year only.

In school year 2011-12, HOPE did not have full enrollment by May 1, so a lottery was not conducted.

Throughout the year, once full enrollment is reached, additional applicants are placed on the waiting list. A letter is sent to all parents who have students on the waiting list, asking for a response if they are still interested. The parent has two weeks to respond. After the lottery date, we accept applications in the order in which the applications are received. Siblings of students drawn in the lottery or drawn from the waiting list are admitted at the same time if we have space. After acceptance, student and parents meet with administrators to review transcript, learning plan, etc. No other students are admitted until the waiting list is exhausted.

We have a transient population. Many HOPE students leave HOPE during the year or between years to return to their feeder schools, pursue GED programs, are assigned to alternate schools by the courts, relocate with their families or

are removed from foster homes or residential placements. This creates a relatively high rate of annual student turnover (approximately 28% change from fall to the end of the school year), which results in a fairly steady stream of students being admitted to the school over the course of the school year, and a fairly steady stream of students leaving over the course of the school year.

HOPE has maintained an enrollment of close to 400 for the entire four years of this charter term. Although we have been approved to serve 440, we have not been able to reach that number in total due to limitations in the size of the space we lease in our current building. This will change in the near future, as we will be able to lease more space from the new landlord- JJC. Because our mission is to serve students at high risk of leaving school, we are constantly replacing students at all grade levels. This means that over the course of the year, we serve far more than 400 students. For example, in 2011-12, the school started with 420 students, and finished the year with 383 students, for a loss of 37 students across the year (8.8%). However, in order to maintain that enrollment by year's end, the school actually enrolled 531 students throughout the year. The school's enrollment rarely passed 400 at any given time after the beginning of the year. About 70% of the 400 student enrollment capacity (293 students) remained enrolled for the whole school year. That was about 5% more than the previous year (2010-11, 67%). Approximately 111 students enrolled in the school after September (28%), which was far fewer than came during the year in the previous year (400+). HOPE's turnover of students between years and within the year was stabilized greatly during this year, especially when compared with previous years. The following table illustrates this change- with more students returning from the previous spring (263), and more students completing the full year (293).

	Year 1 2007/08 Actual	Year 2 2008/09 Actual	Year 3 2009/10 Actual	Year 4 2010/11 Actual	Year 5 2011/12 (Year to Date)
Total Student Enrollment at the end of the school year	440	385	378	387	383
Number of students enrolled in June who were also enrolled in September of the previous year	231	199	209	241	293
Number of students, excluding graduates, who were enrolled at the end of last year	355	295	306	307	310
Number of students, excluding graduates, who were enrolled at the beginning of the school year who were also enrolled at the close of the previous school year	169	200	199	210	263

In 2011-12, three students were expelled or otherwise required to leave the school (one 9th grader, one 10th grader, one 12th grader).

In 2011-12 84 students were suspended 136 times out of school.

ENROLLMENT HISTORY

HOPE Enrollment 2011-12

GRADE	fall	Withdrew	Came Mid-Year	Expelled	Remained all year	End of year	% remaining all year
9th	87	29	32	1	56	89	64%
10th	86	39	30	1	66	77	77%
11th	116	35	15	0	81	98	70%
12th	131	30	19	1	90	119	69%
Total	420	145	111	3	293	383	70%

Student turnover during the year was approximately 30% of each grade.

Of the 300 students who are eligible to return in the fall of 2012, 250 (83%) are currently enrolled for the fall.

Student Enrollment - Attachment

- Hope CS Admissions Policy

Transportation

HOPE Charter School offers free SEPTA school passes to eligible students. Special Education students are afforded transportation in accordance with their IEP. HOPE provides such transportation and seeks reimbursement from the local school districts.

Food Service Program

HOPE Charter School does participate in the FRL program. Free, reduced, and full price breakfast and lunch are provided daily by the Philadelphia School District.

Student Conduct

HOPE's students often come to the school after having been cited for behavior problems in other schools. A study conducted this year by FRONTIER 21 of HOPE's students found that the majority of HOPE's students (57%) have been suspended 3 or more days prior to coming to HOPE, with 35% suspended 10 or more days. The majority of HOPE's students have been disciplined in previous schools for violent or dangerous behaviors.

For students who arrive at the school with known conduct problems, our Director of School Culture manages the intake process and sets up a monitoring system to ensure the health and safety of the school environment. All of our students and parents are provided with the student Code of Conduct and a copy of the school's discipline policy from the first day they arrive at the school, and copies of the Code of Conduct are readily available in brochures throughout the school. HOPE's policy is to work with our students to try to help them to overcome the behavioral reactions that may have become discipline problems for them in the past. The goal is to inculcate positive discipline within each student through counseling and training of all of the school's teachers in managing student behavior. Our methods are not always successful, however, and sometimes our students do violate our discipline policies. Our discipline policy complies with 22 Pa. Code Chapter 12, particularly with respect to due process. A description of the policies and their adherence to due process is described in the next section.

Code of Conduct/Discipline Policies

HOPE Charter School has adopted a Code of Conduct to inform students, parents/guardians, and staff what is expected in order to ensure a safe and focused learning environment in accord with our mission. The Code of Conduct contains rules and guidelines for resolving disputes to promote student safety, order, and responsible conduct in all school-related activities. The rules are divided into three levels, designed to ensure fair and consistent disciplinary actions for similar violations. The code was written in language that students can easily understand.

Level One violations will necessitate parent/guardian assistance and the student may receive a consequence up to and including in-school suspension.

Level Two violations may lead to out-of-school suspension.

Level Three violations will result in out-of-school suspension and may also result in a recommendation for expulsion.

Policies for the expulsion and suspension of students included in the Code of Conduct meet the requirements of chapter 12 and 13 of the Public School Code. On admission every student and parent are issued a copy of the school's Code of Conduct Handbook.

Suspensions and Expulsions

Considering the many discipline problems that HOPE's students experience in prior schools, and the many challenges they often face in their living situations, HOPE has been remarkably successful in keeping students' discipline issues from escalating to become problematic. In fact, HOPE has been very successful at keeping these students in school, and motivating them to continue through to graduation. This is accomplished by assembling a multidisciplinary team to address the underlying problems that have created stresses and dysfunctional relationships that many of these students develop with their schools.

For students with Special Education needs, the team ensures that any situations that arise are resolved following all federal guidelines as established by the Individuals with Disabilities Education Act (IDEA). HOPE involves parents in the disciplinary process and keeps them informed of their due process rights via the Procedural Safeguards notice.

Mediation

In accordance with the mission of HOPE, the Code of Conduct is designed to prevent misbehavior, and to correct misbehavior quickly when it occurs so that the students can continue to stay engaged with school and their academic studies. To that end, mediation and behavioral health services are offered as options to address behavior problems.

HOPE reserves the right to make decisions in regards to whether “mediation” might be appropriate. Mediation, if successful, can avoid suspensions and expulsion, especially in situations where we have full cooperation of the student and parents/guardian. The person also has to be agreeable to the use of mediation.

In 2011-12, 3 students of 400 were expelled. 84 students were suspended out of school 136 times.

Student Conduct - Attachment

- Code of Conduct 2011-12 HOPE Charter

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

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

Board President

Date

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

Date

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

Assurance for Compliance with the Public Official & Employee Ethics Act

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

The Hope CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission's website at:

<http://www.ethics.state.pa.us/ethics/site/>

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

Identify the charter school's Chief Executive Officer.

Name: Richard Chapman **Title:** Mr.

Phone: 215-849-2112 ext 5112 **Fax:** 215 849 0393

E-mail: chaprich@hotmail.com

Signature of the Chief Executive Officer and Date

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

Name: Herbert Wilson, III **Title:** Mr.

Phone: 215 869 0211 **Fax:** 215 849 0393

E-mail: hwilson@wfdesigngroup.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: William Jefferys **Title:** Mr.

Phone: 215 924 2823 **Fax:** 215 849 0393

E-mail: wjefferys@hopecschool.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- HOPE Signature pages