
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Friday, November 04, 2011)

Entity: Pan American Academy CS
Address: 2830 North American Street
Philadelphia, PA 19133

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Pan American Academy CS

Date of Local Chartering School Board/PDE Approval: January 18, 2006 (deferred opening)

Length of Charter: 5 years **Opening Date:** September 10, 2008

Grade Level: K-8 (K-7 in 2011-12) **Hours of Operation:** Mon.-Tues. & Thurs.-Fri 8:15 a.m. to 3:45 p.m.; Wed. 8:15 a.m. to 1:00 p.m.

Percentage of Certified Staff: 83.59% **Total Instructional Staff:** 35 (29 teachers; 6 instructional paraprofessionals)

Student/Teacher Ratio: 16:1 **Student Waiting List:** 534 as of July 1, 2012

Attendance Rate/Percentage: 94%

Second Site Address, Phone Number and Site Director:

Not applicable. However, please note that, effective 2012-13 our address has changed to 2830 North American Street, Philadelphia, PA 19133.

Summary Data Part II

Enrollment: 476 (Year End) **Per Pupil Subsidy:** Regular Education: \$8,773; Special Education: \$19,422

Student Profile

American Indian/Alaskan Native:	0%
Asian/Pacific Islander:	0.8%
Black (Non-Hispanic):	12.2%
Hispanic:	85.8%
White (Non-Hispanic):	0.2%
Multicultural:	1.0%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 93.53%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 65 students

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	178	183	183	0	183
Instructional Hours	0	0	1,047	1,130	1,130	0	0

SECTION I. EXECUTIVE SUMMARY

Educational Community

Pan American Academy is a public charter school located in North Philadelphia. Opening our doors in fall 2008, we promote excellence in each of our students by integrating cultural awareness into our academically rigorous curriculum. Through our focus on inquiry-based learning, Pan American is creating the next generation of strong, internationally-minded leaders in our community.

2011-12 represented Pan American's fourth year of operation, and we served approximately 490 students in K-7. In 2012-13 we will complete our incremental growth model as we add eighth grade and expand our enrollment to 717 students.

The Pan American Academy Charter School operates in partnership with Congreso de Latinos Unidos, a community-based nonprofit organization that has been strengthening Latino communities in Philadelphia for over 30 years. Congreso's unique contribution to Pan American is the provision of integrated social services at the school site. As the focus of Pan American Academy is academic excellence, we recognize that to reach this level of achievement students and their families must be safe and healthy. With Congreso's partnership, Pan American can connect our students and their families to education, employment, health, and family support

services, removing any barriers they may have to scholastic achievement. Through our partnership with Congreso, Pan American Academy is focusing on the whole youth, we are not only enriching our students' lives academically and culturally, but we are also working to ensure that they can connect to services, if needed, to access new opportunities.

In opening this truly community-based school, all of us — parents, students, community members, teachers, and administrators — came together to create a positive and effective school environment for children in our community. At Pan American Academy we seek to create internationally-minded, lifelong learners who have the skills and motivation to succeed — the next generation of global leaders.

At Pan American Academy we are approaching education as discovery — discovery of culture, language, community, and the love of learning. Through this approach we instill in each student the desire and capabilities to achieve high academic standards. From implementing a dual language (English & Spanish) program to participating in a rigorous, nationally recognized performance based evaluation system to involving parents as true educational partners, Pan American Academy has created an educational community that represents the best practices in education today.

Mission

Pan American Academy Charter School prepares students for a successful future by promoting academic excellence through rigorous instruction, bilingualism, the integration of cultural awareness and respect throughout all aspects of the curriculum.

Pan American Academy Charter School strives to create a student-centered environment where critical thinking, hands-on learning, self reflection, strong parental involvement and global understanding guide our learning so that we can take care of our planet and contribute to a peaceful world.

Vision

Pan American Academy Charter School empowers each student to reach their academic and social potential by developing into inquiring, bilingual, intercultural citizens of the global community.

Shared Values

Values and Beliefs

We believe...

- In accountability for all;

- In celebrating diversity by emphasizing culture competencies;
- In acceptance, communication, and the power of positive relationships;
- In lifelong learning, students and staff;
- In shared governance and decision-making among students, parents, staff, and the community at large;
- In meaningful collaboration focused on teaching and learning; and
- In engaging students daily in an inquiry-based approach to learning.

Learner Profiles

Our students will strive to be:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-takers, Balanced, and Reflective.

Attitude Profiles

Our students should demonstrate:

Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, and Tolerance.

Academic Standards

The following table delineates what Pan American Academy's graduates are expected to know upon completion of eighth grade; it emphasizes Pan American's focus on rigor, personal inquiry skills, and lifelong engagement in learning.

Because of the importance to the Pan American mission of the integration of culture into all aspects of learning, the school has the following unique standard: **All students exhibit strong understanding and appreciation of cultures.**

Objectives are that:

- All students will have ample knowledge, not only about the Spanish-speaking peoples of Philadelphia and the world, but also of African, Caribbean, Asian, and European cultures as well, both locally and globally.
- All students will be able to interact with many kinds of people from many places.
- Students will see themselves as citizens of the world, with myriad opportunities and responsibilities as engaged citizens.

Subject	What Pan American graduates should know and be able to do
Language arts (reading, writing, speaking, listening)	<ul style="list-style-type: none"> • be able to read fluently anything the graduate chooses or needs to read • be able to listen to and participate appropriately in any

Subject	What Pan American graduates should know and be able to do
	<p>discussion</p> <ul style="list-style-type: none"> • be able to speak effectively (Note: new research indicates that speaking informs writing) • be able to recognize and remember some major works in world literature and major references to figures from major works • understand that reading and writing are part of all other subjects • be able to read for pleasure • be able to do research, that is, be able to find information on any subject and report that information in a variety of media and formats • be able to write coherently and correctly • know and be able to use the fundamentals of English grammar and composition • be able to use technology as a tool for writing, researching, and reading
Mathematics	<ul style="list-style-type: none"> • be able to add, subtract, multiply and divide whole numbers, fractions, and decimals whenever necessary • know the basic principles of algebra and geometry, recognize situations where that knowledge is useful, and be able to use it • have a sense of the ways in which the universe can be explained and interpreted mathematically, to understand that math is part of science, social studies, and many other kinds of information • have problem-solving skills using mathematics • be able to use technology as a tool in mathematics
Science	<ul style="list-style-type: none"> • be able to use the scientific method, that is, be able to formulate a hypothesis, perform experiments or observations to test the hypothesis, draw conclusions, and present the conclusions graphically, orally, and in words • be able to use technology as a science tool • understand the physical, chemical, and geological worlds and their interrelationships • understand the biological world, especially the human body and

Subject	What Pan American graduates should know and be able to do
	<p>its systems</p> <ul style="list-style-type: none"> • be responsible citizens of the planet, with an understanding of global environmental issues and of how we must treat each other physically and psychologically
Social Studies	<ul style="list-style-type: none"> • be able to use a map to locate streets, cities, countries, continents • be able to locate or identify most countries on a map, to know the basic geography of the United States • be able to use technology as a tool for social studies • have a basic understanding of the history and government of the United States and a beginning sense of what it means to be a responsible citizen • understand how the history of various countries has shaped contemporary society • have enough knowledge and experience of the history and customs of other cultures to appreciate and respect those cultures and the people who represent them • be able to conduct research on social studies topics and be able to present these findings in written, oral, and visual form
Spanish	<ul style="list-style-type: none"> • be able to conduct at least a simple conversation with another person in Spanish • be able to write a note, letter, memo, etc., in Spanish • be able to read at least a simple piece of writing in Spanish • be able to locate Spanish-speaking countries on a map • have some knowledge of and appreciation of the history and culture of the various Spanish-speaking peoples of the world and in the U.S. • be familiar with some of the Latino resources of Philadelphia
Arts	<ul style="list-style-type: none"> • have enough experience of visual arts, music, and drama to choose any or all of them as lifelong pursuits, both as participants/creators and as audience • be able to discuss with insight visual arts, music, and drama • understand that arts are a crucial part of a full life and that they

Subject	What Pan American graduates should know and be able to do
	<p>can be useful academic and vocational pursuits</p> <ul style="list-style-type: none"> • recognize and appreciate some of the great works of the world • know and appreciate the arts resources of Philadelphia and understand how to access the arts resources of other places
Physical Education and Health	<ul style="list-style-type: none"> • understand the importance of lifelong fitness • know how to engage in individual fitness activities such as walking, recreational sports, and other forms of exercise • know the basic rules of various sports • understand how to participate as a member of a team • understand responsible behavior towards themselves • understand responsible behavior towards others • understand the risks of alcohol and drug use • be able to make good, independent decisions • understand the basic principles of good nutrition and how to make responsible food choices

Strengths and Challenges

Our Many Strengths

In reflecting on our first four years of operation and planning for 2012-13 and our upcoming charter renewal, Pan America’s strategic planning committee has identified the following strengths of our school:

- **Building On Our Successful Start!** For 2011-12, Pan American Academy can proudly say that we have made AYP for a fourth consecutive year based on student performance on the reading and math PSSA. The method for calculating AYP for charter schools changed in 2011-12, and under this new method, Pan American made AYP based on meeting the performance target in the 6-8 Grade Span via safe harbor in mathematics and reading. We attribute our continued success in making AYP to our new extended school day, rostering to provide literacy and math blocks of instruction, robust student services that provide supports and interventions to children with additional needs, effective use of out-of-school time, weekly cluster/targeted professional development, a standards-aligned scope and sequence, and our artful use of data driven instruction.

- **An Innovative School/Community Partnership Serving the Whole Child** — The Pan American Academy Charter School operates in partnership with Congreso de Latinos Unidos, a community-based nonprofit organization that has been strengthening Latino communities in Philadelphia for over 30 years. Congreso's unique contribution to Pan American is the provision of integrated social services at the school site. As the focus of Pan American Academy is academic excellence we recognize that to reach this level of achievement students and their families must be safe and healthy. With Congreso's partnership, Pan American can connect our students and their families to education, employment, health, and family support services, removing any barriers they may have to scholastic achievement. Through our partnership with Congreso, Pan American Academy is focusing on the whole youth, we are not only enriching our students' lives academically and culturally, but we are also working to ensure that they can connect to services, if needed, to access new opportunities.

- **Pioneering a School-Based Health Center Model** — Recognizing the need for coordinated wellness services for our students and their families, Pan American partnered with Congreso and the National Nursing Centers Consortium (NNCS) to launch an unprecedented school-based health center model in 2010-11. The ultimate goal of the Pan American Wellness Center is to improve the health outcomes of the students by increasing access to health care providers, which will reduce the amount of time students spend out of school related to poor health status. It is also expected that the easy access to primary care and illness prevention will remove the need for these children and their parents to rely on emergency rooms as a source of primary care.

The Wellness Center, which operated for the second year in 2011-12, is a unique model for primary care in that it places a primary care nurse practitioner in direct access to the children, eliminating the barriers of transportation, travel and removal from school. Through the use of nurse practitioners and the nursing model, the center provides holistic care for the children by not only addressing their medical needs, but by also addressing behavioral health needs, providing health and wellness education, and ensuring disease prevention. The Wellness Center provides a number of services to the students including primary care services, dental services, vision services, behavioral health services, health and wellness education, and professional development.

- **Effective Dual-Language Instruction** — In our charter application, one of our academic goals states that Pan American students “will be able to speak, read, and understand Spanish, at least at grade-appropriate levels, and will have an understanding and appreciation of the Spanish-speaking peoples of the world.” In 2011-12, Pan American Academy again implemented its dual-language program, expanding it to include kindergarten through third grades. The Center for Applied Linguistics defines a dual-language program as one that “provides literacy and content instruction to all students through two languages, promotes bilingualism and biliteracy, grade-level academic achievement and multicultural competence for all students.” We used a 50/50 model of English and Spanish instruction. This model is described in further detail in Section III. In 2012-13, kindergarten through fourth grade will be dual-language programs, and a grade will be added each year thereafter until the school is a K-8 bilingual/dual language school.

- **Exemplary Special Education Programming** — In 2011-2012, Pan American built upon the success of our 2010-11 Pennsylvania Department of Education Bureau of Special Education cyclical compliance monitoring review and the three commendations we received as a part of this review. Specifically, Pan American greatly expanded the use of inclusive practices in 2011-12. We participated in training focused on inclusive practices with the Pennsylvania Training and Technical Assistance Network, King of Prussia Office. “Leading and Improving School-Based Practices,” an invitation-only series of workshops, was attended by Pan American’s principal, special education director, general education teachers, special education teachers, parents, related services providers to ensure that evidence-based inclusive practices are implemented effectively in the charter school. The core team participated in three days of workshops, site visits to the charter school from PaTTAN Consultants, homework assignments, and pre and post assessments. The objective was to demonstrate a culture of learning and teaching in the charter school to support students with disabilities in the general education environment with appropriate supplementary aids and services. The core leadership team developed an action plan to implement cohesive inclusive practices as a result of a team needs assessment and a school based staff survey. Students with disabilities are fully included in the general education classroom and fully participate in the general education curriculum with supplementary aids and services. Students with disabilities who attend kindergarten and first grade will be supported by a full-time special education teacher who will co-teach with the general education teacher in the classroom. Intermediate and middle school students with disabilities, will be supported by their special education teacher who will co-teach with the general education teacher. Team planning time will be strategically built into the schedule for special education and general education teachers. Special education at Pan American is not a placement, but it is a service so that students are served in the least restrictive environment.

- **Implementing a National Model for Improving Teacher Quality** — In 2011-12, Pan American retained part of the Promoting Excellence in Philadelphia Schools (PEPS) program that had been previously grant funded. Participating in PEPS has provided Pan American with an unprecedented opportunity to improve the quality of our teachers in the classroom, which research has shown to be the single most important school-related factor in determining student performance. Through PEPS we implemented the national Teacher Advancement Program (TAP), which contains four basic elements: multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance based compensation. Though grant funding was no longer available, Pan American Academy funded and implemented three of the four TAP elements: ongoing applied professional growth, instructionally focused accountability, and performance-based compensation.

PEPS/TAP provided Pan America with an opportunity to collaborate with the School District of Philadelphia and to be on the forefront of a national reform effort that has been lauded by President Barack Obama and highlighted in *Time Magazine’s* February 25, 2008 cover story, “How to Make Great Teachers.” Since our official participation in grant program has concluded, and district and state funded severely limited, PAACS is applying directly for federal dollars available through the Teacher Incentive Fund grant opportunity. If this funding is granted, Pan American will be able again to offer all elements of the program, providing a direct support to student achievement.

- **Joining a Global Community of Inquiry-Based Learning** — In 2011-12, Pan American successfully completed the three-year rigorous authorization process to become a site for the International Baccalaureate Organization's (IBO) Primary Years Programme (PYP). The PYP is a rigorous international curriculum based on inquiry methods and the development of responsible, culturally sensitive, internationally-minded persons. Described in further detail in Section III, the PYP program is explicitly aligned with the mission and vision of our school, and we are proud to be considered as the first Philadelphia elementary school to implement this well-regarded program. Pan American Academy Charter School is considered a PYP "Candidate School." On October 18-19, 2012, an International Baccalaureate team will visit Pan American to determine if we will be granted "Authorized School" status. The team will interview administrators, teachers, students, and parents as well as observe classrooms implementing the program. Based on previous authorization visits and our ongoing communication with IB, we are confident that we will achieve approval in 2012-13.

- **Strategic Use of Out-of-School Time** — Whether after school, on the weekends or in the summer, opportunities for extended learning never end for the Pan American Academy student. Saturday school programming was provided to targeted students in grades 3-7 between October and March, including remediation support to English Language Learners, special education students, and students who were struggling with basic skills and concepts and enrichment to students performing at or above proficiency on the Study Island benchmark. We also offered a yearlong after school program, which is open to all students. It includes a daily tutorial session combined with opportunities to participate in extracurricular/club activities. In the fall and spring, we had intermural flag football and softball for students wishing to participate in sports. Finally, in summer 2012, approximately 130 of our students are attending our second year of partnership with Springboard Collaborative (see below). In fall 2011, Pan American Academy Charter School became the proud recipient of a competitive, three-year 21st Community Learning Center grant, which is enabling us to expand the number of students served in our out-of-school-time initiatives and the programs offered during those times.

- **Teacher Led Social Innovation** — At Pan American, we recognize that our teachers are our biggest resource and we encourage them to take an active role in the school community as teacher leaders and educational innovators. In summer 2011, we were truly privileged to offer an innovative summer learning program, which was conceived and implemented by one of our teachers, Alejandro Gac-Artigas. The program, which was funded in part through a competitive Teach for America Social Innovation grant, served 48 students in a four-week Springboard Collaborative. Springboard Collaborative (whose motto is, "This is not summer school!") was designed to reduce the summer reading "slide," which is more significant in low-income communities, often as much as a three-month loss in reading proficiency. Springboard Collaborative takes a three-pronged approach to summer reading loss.

In summer 2011, all students in grades K-3 either met or surpassed the learning goal of one month of progress in reading after participating in this program, with an average gain of 2.8 months of academic growth (nearly a six-month swing from where they would be without

summer literacy instruction). Additionally, the program was incredibly successful in engaging parents in the learning process, with parents attending weekly workshops 94.2% of the time. On July 30, 2011 the Philadelphia Inquirer highlighted Pan American's success in implementing Mr. Gac-Artigas' SLI program. Due to the success of this program, we are implementing the program again, and it is anticipated that our August 2012 results will meet or exceed our summer 2011 results.

- **Parents as Partners**— Unlike other charter schools which strive in vain for the parental involvement so critical to student success, Pan American has the great advantage of offering many Congreso social programs and services as incentives to bring parents into our school. Pan American's goal for parent participation, as stated in the charter application, is 50%. The 2011-12 school year was a positive year for parent participation. Almost 60 percent of parents were able to support our school with over 2,500 hours of volunteerism. The 2012-2013 school year will be even more successful, as we have employed a full time Parent Coordinator to plan parent workshops, coordinate activities, and track and monitor our parent participation and volunteerism. Parents are encouraged to volunteer 30 hours of service to our Pan American community. This can be done in many ways. We offer several events throughout the year such as attending family nights, school bake/specialty sales and assisting with class trips. Parents who are unable to assist during the school day can donate time from home. They can help with creating arts/crafts assignments, putting packages together and even donate baked goods for our back sale.

Specific aspects of parent involvement in 2011-12 included home visits and summer parent programming. First, in 2011-2012, the Pan American teachers and staff conducted home visits. They successfully met with 82% of their new students and families. The goal of the home visit is to build a relationship of communication among teachers, parents, and students and to encourage parents to be active participants in their children's education. Secondly, as part of the 2012 summer learning program, Pan American partnered with the Summer Learning Initiative which provided weekly parent workshops. These workshops were attended by parents with students in grades K-3 and were geared specifically to increase parental knowledge about the development of reading skills and strategies. Parents spent one hour reading with their child each week in school. These workshops, four in total, had an average attendance rate of 94%.

- **Our New Home ... A Center for Learning & Community Partnership** — After four years of planning, Pan American Academy Charter School saw their dreams of new school building go from blueprint to reality in 2011-12. On September 16, 2012 the school and Congreso celebrated with Mayor Michael Nutter the groundbreaking for the new facility. Just 10 months later, the school has completed the first two phases of the move into the new Congreso Education and Training Center at 2830 North American Street, Philadelphia, PA 19133. The facility is a \$15 million newly constructed three-story, 60,000 sq. foot building on 1.5 acres of land. The building is a state-of-the-art educational facility (including extensive integration of educational technologies) with a capacity for 717 students. The facility includes regular and special education classrooms, administrative offices, a cafeteria (cafeteria/auditorium), computer labs, and an art room with kiln.

Areas of Opportunity

Watching the school transform from ideas in a charter application to a vital, community-based school over the past four years been an awesome experience for all those involved in the founding and implementation of Pan American. Yet, while we celebrate our many successes, we continuously look at ways to improve our program. In addition to successfully navigating the move to a new facility, an increase in student enrollment, the addition of 8th grade and the need for high school planning, and our first renewal process, in 2012-13 we will focus on the following areas of opportunity:

- While we made AYP from 2008 through 2011-12, we did not meet State targets which will be rising again next year. And, in 2011-12, we did not make the performance target through any alternate calculation in mathematics for our 3-5 Grade Span. Therefore, we are acutely aware of the need to focus on student achievement in reading and math to ensure that our students continue to improve academically and that we can meet the state performance targets, which will be increasing each year until 2014, when the expectation is 100% proficiency in reading and math. However, our first four years of success make us optimistic for the future.
- Despite being successful in meeting the 75% state charter school certification requirement for professional staff (83.59% of our staff were certified in 2011-12), and raising our NCLB HQT percentage to 95% we need to increase the percentage of our teachers that meet the NCLB definition of highly qualified, possess a valid PA certification, AND are bilingual in Spanish. This is necessary as we begin to expand our dual language program into the older grades and to ensure that we remain in compliance with Act 22 and NCLB, while simultaneously ensuring that our staff have the skills required to teach in a dual-language program. For 2012-13, 72% of our teaching staff (teachers and paraprofessionals) are projected to be bi-lingual, up from 64% in 2010-11. We have committed to keeping the ratio of bi-lingual Spanish/English speaking to non-Spanish speaking staff at 1:1.
- Increase the number of meaningful community and educational partnerships that enrich the educational and social-emotional programs at Pan American.
- Increase the number of parents who are completing the requested 30 hours of volunteer service at the school and monitor parent participation and volunteer placement. Our new Parent Coordinator will be instrumental in cultivating opportunities for meaningful parent involvement.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Pan American Academy Charter School has developed a group of administrators, board members, teachers, and parents who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. In 2011-12, this group met to

develop this annual report various multi-year strategic plans including the professional education plan and educational technology plans.

In conjunction with the preparation of this report and the above eSP plans, Pan American conducted a comprehensive needs assessment in 2011-12. We examined the following data during this review:

- PSSA spring 2011 test scores for mathematics and reading (grades 3-6), writing (grade 5), and science (grades 4)
- Review of student benchmark data (Study Island, DRA)
- Student course grades in core academic subjects as reported by teachers
- Student behavior, attendance, and tardiness data
- Review of stakeholder feedback including students, parents and staff
- Review of teacher credentials (i.e., certification, education level, “highly qualified”) and professional development needs
- Review of teacher observation records
- Review of State standards and No Child Left Behind (NCLB) requirements

This strategic planning team will remain active throughout our charter term as the school completes updates various eSP plans, completes IBO PYP authorization, and reviews data annually to set goals for the upcoming year and prepare the charter annual report and the charter renewal in 2012-13.

This team also meets (or establishes sub-committees) when projects emerge that require intense focus and activity in the short-term or long-term (e.g. building transition committee, new report card committee).

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Abramowitz, Amy	Pan American Academy CS (School Psychologist)	Ed Specialist - School Psychologist	Ed Specialists
Arroyo, Evelyn	Congreso (Case Manager at Pan American CS)	Community Representative	Board of Trustees
Bellot, Dario	Congreso de Latinos Unidos, Administration Vice President	Community Representative	Board of Trustees
Blocker, Kelly	Pan American Academy CS (Data Specialist)	Other	Principal
Carrera, Mindy	Pan American Academy Charter School, ESOL	Elementary School Teacher	Principal
Cella, James	OmniVest Properties Management, LLC	Business Representative	Board of Trustees
Gomez, Ivette	President, Home & School Association, Pan American Academy Charter School	Parent	Board of Trustees
Gordian-Diaz,	Pan American Academy Charter School,	Administrator	Principal

Madeline	(Assistant Principal)		
Jerchau, Lydia	Pan American Academy Charter School, (Director of Special Education/Student Services)	Special Education Representative	CEO
Malone, Connie	Pan American Academy Charter School, 2nd Grade Bilingual Teacher	Elementary School Teacher	CEO
Novales, Wanda	Pan American Academy Charter School, (CEO)	Administrator	Board of Trustees
Perez, Claudia	Pan American Academy Charter School, Teacher	Middle School Teacher	CEO
Reiser, Melanie Burke	OmniVest Properties Management, LLC	Business Representative	Board of Trustees
Rosario, Bienvenido	Pan American Academy Charter School (Parent & Board Member)	Parent	Board of Trustees
Russotto, Darcy	Pan American Academy Charter School, Principal	Administrator	Board of Trustees
Scoleri, Donna Longo	Pan American Academy Charter School, Director of Operations & Finance	Administrator	CEO
Torres, Nicholas	Pan American Academy CS (Board President)	Board Member	Board of Trustees
Velazquez, Evaleen	Pan American Academy Charter School, (IBO Coordinator)	Other	Principal

Goals, Strategies and Activities

Goal: Goal 1: Increase Student Achievement in Reading & Mathematics

Description: We will meet the following academic goals for reading and math: Reading: 2012-13 — We will make AYP by achieving 92% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated growth model score. Math: 2012-13 — 90% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated growth model score.

Strategy: Effective Instruction & Assessment

Description: Use software and web-based resources for student diagnostic and benchmark assessments, to provide differentiated instruction (including center-based learning), to provide academic interventions, and to increase student engagement in learning.

Activity: DRA (English & Spanish)

Description: Pan American will administer the DRA in English and Spanish to determine reading

levels for students in grades K-7 (K-8 in 2012-13 and on) at least three times per year. This will enable us to determine if students are making adequate growth over time and to assign interventions if not.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2010 Finish: Ongoing	\$4,800.00
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Status: In Progress — Upcoming

Activity: English Language Learner (ELL) Services

Description: Pan American Academy Charter School uses two different models of language instruction. All teachers and students in K-3 are involved in a bilingual, dual—language program (K-4 beginning 2012-13). Teachers and ELL students in grades 4-7 participate in an ESOL push-in program that is conducted in “ESOL Friendly” homerooms. Our ELL plan includes all required elements including a statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, and a listing of resources including agencies and interpreters. It also includes our educational theory and approach, program design, staffing procedures, procedures for communication with parents and community involvement, guidance on special education and the ELL, method of evaluation our ELL plan, and reporting requirements. The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success. The Pan American ELL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. English language learners are mainstreamed as much as possible. If necessary, they will receive supplementary instruction in English from a contracted provider. They participate in the extended day programs for tutorial support and extra opportunities to practice English. The program is designed to: (1) Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing; (2) Ensure an effective and meaningful participation in regular education; and (3) Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

Person Responsible Timeline for Implementation Resources

Carrera, Mindy	Start: 9/1/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Reading A-Z

Description: Pan American Academy Charter School will continue to implement Reading A-Z, an online resources that promotes literacy through online leveled books, lesson plans, worksheets and quizzes, etc. This program can be used in various reading settings from whole class to small

group to individual work whether with core, ESOL, special education, Rtl (Response to Intervention), bilingual and other such programs. All materials are research-based, standards-based, and results oriented.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2010 Finish: Ongoing	\$9,000.00
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Status: In Progress — Upcoming

Activity: Study Island

Description: Pan American will purchase and implement Study Island, a web-based program aligned to the reading and math PSSA, for use in school and in the after school program, in Saturday school, and at home. Students in grades 3 and up will participate. Study Island also provides four benchmark tests each school year to assess student progress towards proficiency on the PSSA.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2009 Finish: Ongoing	\$18,000.00
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Status: In Progress — Upcoming

Strategy: Effective Instruction through PEPS/TAP

Description: Student achievement depends on high quality teaching. Investing time in monitoring instructional practices and providing for professional development as means of raising student achievement can improve instruction. In 2011-12, Pan American retained part of the Promoting Excellence in Philadelphia Schools (PEPS) program that had been previously grant funded. Participating in PEPS has provided Pan American with an unprecedented opportunity to improve the quality of our teachers in the classroom, which research has shown to be the single most important school-related factor in determining student performance. Through PEPS we implemented the national Teacher Advancement Program (TAP), which contains four basic elements: multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance based compensation. Though grant funding was no longer available, Pan American Academy funded and implemented three of the four TAP elements: ongoing applied professional growth, instructionally focused accountability, and performance-based compensation.

Activity: Cluster Meetings

Description: Teachers will meet once a week in grade-level groups. Meetings are led by administration and teacher leaders and focus on instructional issues that teachers are facing as determined by student achievement data and observations.

Person Responsible	Timeline for Implementation	Resources
Russotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	20	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pan American Academy Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will develop their instructional skills through peer mentoring, discussions and analysis. This will result in a stronger professional learning community.	The benefits of a professional learning community to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement."	<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 partners</u>.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5)

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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans

Status: In Progress — Upcoming

Activity: Formal Observations

Description: Each teacher will have three formal observations per year conducted by the principal, assistant principal, and a peer teacher leader. The observations will track the teachers' progress towards reaching exemplary for each indicator on the TAP rubric. Teachers will work with the leadership team to create an action plan based on the observation and student assessment data. By focusing the teacher's actions through this process she/he will increase student achievement through better instruction.

Person Responsible Timeline for Implementation Resources

Rusotto, Darcy	Start: 9/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Ongoing Coaching

Description: Teacher leaders observe all new teachers once a week and provide feedback on the teacher's progress towards reaching exemplary for each indicator on the TAP rubric. Teachers will work with the teacher leaders to create an action plan based on the observation and student assessment data. By focusing the teacher's actions through this process she/he will increase student achievement through better instruction.

Person Responsible Timeline for Implementation Resources

Rusotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-
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Status: In Progress — Upcoming

Strategy: Effective Instruction through Professional Development

Description: Student achievement depends on high quality teaching. Investing time in monitoring for professional development as means of raising student achievement can improve instruction. In addition to PEPS/TAP activities, Pan American has a rigorous professional development plan. Pan American closes every Wednesday at 1:15 p.m. to allow for professional development for instructional staff.

Activity: Cluster Meetings

Description: Teachers will meet once a week in grade-level groups. Meetings are led by administration and teacher leaders and focus on instructional issues that teachers are facing as determined by student achievement data and observations.

Person Responsible	Timeline for Implementation	Resources
Rusotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	20	30
Organization or Institution	Type of Provider	Provider's Department of

Name		Education Approval Status
Pan American Academy Charter School	<ul style="list-style-type: none"> <li data-bbox="617 241 828 273">• School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Teachers will develop their instructional skills through peer mentoring, discussions and analysis. This will result in a stronger professional learning community.</p>	<p>The benefits of a professional learning community to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Hord (1997) notes, "As an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement."</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li data-bbox="1088 493 1364 703">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. <li data-bbox="1088 714 1364 945">• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <li data-bbox="1088 955 1364 1228">• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <li data-bbox="1088 1239 1364 1386">• 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"> <li data-bbox="1088 1585 1364 1764">• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
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- Classroom teachers
- Principals / asst. principals
- Early childhood (preK-grade 3)
- Elementary (grades 2-5)

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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans |
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Status: In Progress — Upcoming

Activity: Ongoing Coaching

Description: Teacher leaders observe all new teachers once a week and provide feedback on the teacher's progress towards reaching exemplary for each indicator on the TAP rubric. Teachers will work with the teacher leaders to create an action plan based on the observation and student assessment data. By focusing the teacher's actions through this process she/he will increase student achievement through better instruction.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2011	-
	Finish: 6/30/2014	

Status: In Progress — Upcoming

Strategy: Extended Time on Task

Description: Students will be provided extended time to master fundamental subjects, such as reading and math.

Activity: Extended School Day for all Students

Description: • In 2011-12, we extend the school day for all students until 3:45 p.m. In lieu of the 45-minute tutoring session (which was often too brief to be effective and interrupted by transition and dismissal), the extended school day will add instructional time to increase teachers' abilities to add remediation and enrichment within the day. It will also allow us to reach out to the students who could not attend tutoring because they took the school bus. This represented an additional 104 hours of instruction in 2011-12 over 2010-11, or the equivalent of nearly 19 added instructional days. Our instructional hours were also 140 hours more than the required 990 instructional hours for secondary students, or the equivalent of 25 additional instructional days.

Person Responsible Timeline for Implementation Resources

Rusotto, Darcy	Start: 9/1/2011	-
	Finish: Ongoing	

Status: Complete

Activity: Literacy Block

Description: Pan American endeavors to create literacy based classrooms. Each day, there is a 2-hour literacy block, which enables the school to deliver a balanced literacy curriculum of shared reading, guided reading, independent reading, etc. The literacy block follows the 50/50 dual language model (in grades K-3 in 2011-12 and K-4 in 2012-13), with 50% of instruction in English and 50% instruction in Spanish.

Person Responsible Timeline for Implementation Resources

Rusotto, Darcy	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Saturday Stars

Description: Pan American Students who scored advanced or proficient on PSSA and Study Island benchmarks participated in a Saturday School program. This program was also available to ELL and special education students needing extra support in literacy and math. Approximately 50 students attended these 4 hour Saturday sessions from October to March.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 10/1/2010 Finish: Ongoing	\$10,000.00
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Status: Complete

Activity: Summer Educational Programming

Description: Congreso runs an existing summer school program consisting of the Freedom Schools and North Star Summer Program. 100 Pan American students, with priority given to students operating below grade level in literacy and mathematics can attend this program free of charge. The program focuses on literacy-building, math support, and cultural understanding. Additionally, through the Springboard Collaborative in summer 2012, Pan American teachers work with 130 students that are at least a half of grade level behind. These students participate in an intensive 6-week summer learning program aimed at raising student achievement in reading at a time when student reading levels often decline by as much as 3 months due to summer recess. The Springboard Collaborative also incorporated extensive parent involvement and training.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 6/15/2012 Finish: Ongoing	-
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Status: In Progress — Upcoming

Strategy: Monitoring Student Progress

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

Activity: Developmental Reading Assessment - Professional Development

Description: Pan American will administer the DRA in English and Spanish to determine reading levels for students in grades K-5 at least three times per year. We provide extensive training for our new teachers on conducting the assessment, and review and further development for our veteran teachers.

Person Responsible	Timeline for Implementation	Resources
Russotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per	Total Number of Sessions Per	Estimated Number of
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Session	School Year	Participants Per Year
3.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Pan American Academy Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>The DRA provides teachers an opportunity to observe their students' reading behaviors. The data and information gathered enable the teacher to:</p> <ul style="list-style-type: none"> Diagnose students' instructional needs and plan for intervention as needed. Determine the level at which the student is able to read independently. Group students effectively to provide appropriate reading instruction and opportunities to practice reading skills and strategies. Document changes over time in reading performance by monitoring students' ability to use a variety of skills and strategies. Identify students who may be working below proficiency and need further assessments. Inform parents and other educators of students' current reading performance and achievement. 	<p>Burgin and Hughes in their article "Credibly Assessing Reading and Writing Abilities for both Elementary Student and Program Assessment" discuss their study of formal reading assessments, including the DRA, and their findings that with training in implementation that the tests are both reliable and valid. They stated, "This result is significant because it suggests that formative literacy assessments can be reliably used instead of standardized multiple-choice tests to make more credible summative decisions without taking time away from instruction, and can truly match curriculum, instruction, and assessment." By using both the Spanish and English assessment our teachers will be able to design and modify our dual instruction program based on student needs.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Kindergarten Early Learning Standards

Follow-up Activities	Evaluation Methods
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<ul style="list-style-type: none"> DRA results 	<ul style="list-style-type: none"> Standardized student assessment data other than the PSSA
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Status: In Progress — Upcoming

Activity: DRA (English & Spanish)

Description: Pan American will administer the DRA in English and Spanish to determine reading levels for students in grades K-7 (K-8 in 2012-13 and on) at least three times per year. This will enable us to determine if students are making adequate growth over time and to assign interventions if not.

Person Responsible Timeline for Implementation Resources

Rusotto, Darcy	Start: 9/1/2010 Finish: Ongoing	\$4,800.00
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Status: In Progress — Upcoming

Activity: Study Island

Description: Pan American will purchase and implement Study Island, a web-based program aligned to the reading and math PSSA, for use in school and in the after school program, in Saturday school, and at home. Students in grades 3 and up will participate. Study Island also provides four benchmark tests each school year to assess student progress towards proficiency on the PSSA.

Person Responsible Timeline for Implementation Resources

Rusotto, Darcy	Start: 9/1/2009 Finish: Ongoing	\$18,000.00
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Status: In Progress — Upcoming

Strategy: Standards Aligned, High Quality Curriculum

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

Activity: 100 Book Challenge

Description: Since 2009-10, Pan American Academy has implemented the American Reading

Company's 100 Book Challenge, a systemic independent reading program for grades K-6. The 100 Book Challenge has students reading 60 minutes a day from grade-level libraries containing real books each from a wide variety of genres, subject areas, and perspectives (in English and Spanish). The classroom libraries are further organized into color-coded groups that indicate the reading levels, which ensure that every student can easily access appropriate materials in their independent reading level. Teachers will work with students, coaching them on reading. Students read 30 minutes in school and 30 minutes at home. Quantity practice targets are set, monitored, and rewarded, ensuring every student adopts the independent reading routines of academically successful students. Using national standards for reading proficiency, both books and students are leveled based on what readers need to know and be able to do at each of the five developmental stages of reading acquisition, as outlined by No Child Left Behind.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Curriculum Mapping

Description: Before the 2010-11 school year, a team of teachers and administrators began creating a curriculum map reflecting all curriculum used at each grade level throughout the year. This curriculum map provides teachers, students and parents a road map of learning for each grade level for each month of the school year. This curriculum map marries PA state standards with resources and local programs such as PYP and dual language. Throughout the school year, the entire staff engaged in work on the curriculum map. In 2011-12 these curriculum maps were further developed and implemented.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 6/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Develop IBO-PYP Curriculum - Professional Development

Description: Teachers work weekly in groups to develop (and reflect/revise) the International Baccalaureate Organization Primary - Years Program (IBO — PYP) curriculum to align it to Pennsylvania State Standards.

Person Responsible	Timeline for Implementation	Resources
Russotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	20	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pan American Charter School - IBO	<ul style="list-style-type: none"> • School Entity • Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The PYP is a rigorous international curriculum based on inquiry methods and the development of responsible, culturally sensitive, internationally-minded persons. Teachers will gain a greater understanding of each content area through aligning the PYP program with the PA Anchors. In the words of the IBO Primary Years Programme, "Inquiry, interpreted in the broadest sense, is the process initiated by the learner or the teacher which moves the learner from his or her current level of understanding to a new and deeper level of understanding. This can mean:</p> <ul style="list-style-type: none"> • Exploring, wondering and questioning • Experimenting and playing with possibilities • Researching and seeking information • Collecting data and reporting findings • Clarifying existing ideas and reappraising events • Deepening understanding through the application of a concept or rule • Making and testing theories • Making predictions and acting purposefully to see what happens • Elaborating on solutions to problems. 	<p>The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children. http://www.ibo.org/pyp/</p>	<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"> • 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.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Grade Level

- Early childhood (preK-grade 3)
- Elementary (grades 2-5)

Follow-up Activities

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

Evaluation Methods

- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: Everyday Mathematics

Description: Beginning in 2009-10, Pan American will use Everyday Mathematics in grades K-6. This curriculum, now used by the School District of Philadelphia, is a research-based program developed by the University of Chicago School of Mathematics. It was attractive to Pan because it emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

Person Responsible Timeline for Implementation Resources

Rusotto, Darcy	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Harcourt StoryTown and Elements of Literature

Description: In grades K-5, Pan American uses Harcourt's new StoryTown curriculum materials in executing the School District of Philadelphia's Core Curriculum in reading. StoryTown is a research-based, high interest reading program that encourages differentiated instruction and extensive use of data to guide instruction. Technology based resources are included. Students in grades 6-7 (6-8 in 2012-13) use Elements of Literature as their main source of literacy instruction.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: International Baccalaureate Organization Certification

Description: The International Baccalaureate Organization (IBO) Primary Years Programme (PYP) and Middle Years Programme (MYP) certifies teaching staff in PYP program development and implementation. Our staff is currently being trained on all levels of the PYP and MYP program and will continue to attend conferences as we advance through the application process.

Person Responsible	Timeline for Implementation	Resources
Russotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
18.00	1	8
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
International Baccalaureate® Primary Years Programme (PYP)	• Association	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teacher will: - Become familiar with IB application writing procedures - Become familiar with the philosophy of the IB - Create initial drafts of their own applications and unit designs/outlines (Diploma & MYP) - Be able to begin implementation upon returning to school from this workshop	There is growing evidence that PYP's curriculum provides an opportunity for all students to succeed at the highest levels. (See, for example, "Schools Offer IB Program to Help Minority Students Excel," Washington Post, August 17, 2005.) The PYP is a rigorous international curriculum based on inquiry methods and the development of responsible, culturally sensitive, internationally-minded persons. This emphasis speaks directly to the goals and mission of Pan American and would therefore, greatly enhance instruction at all levels.	<i>For classroom teachers, school counselors and education specialists:</i> <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 assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- 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"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

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 • Creating lessons to meet varied student 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey

- learning styles
- Peer-to-peer lesson discussions

Status: In Progress — Upcoming

Activity: International Baccalaureate Organization's Primary Years Programme (PYP)

Description: In 2011-12, Pan American successfully completed the three-year rigorous authorization process to become a site for the International Baccalaureate Organization's (IBO) Primary Years Programme (PYP). The PYP is a rigorous international curriculum based on inquiry methods and the development of responsible, culturally sensitive, internationally-minded persons. The PYP program is explicitly aligned with the mission and vision of our school, Pan American Academy Charter School is considered a PYP "Candidate School." On October 18-19, 2012, an International Baccalaureate team will visit Pan American to determine if we will be granted "Authorized School" status. Pan American has developed its PYP curriculum integrating the six disciplines (including language and mathematics) among the six transdisciplinary themes of IBO.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Study Island

Description: Pan American implements Study Island, a web-based test preparation and student benchmarking system, which is explicitly aligned to the assessment anchors tested on the PSSA (for reading, math, and science). Students in grades 3 to 8 use this program for test prep, remedial instruction, and enrichment activities. Students are assessed four times annually to measure student progress and identify specific student needs. Beginning in 2012-13, Pan American will implement Reading Eggs in grades K-2.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2009	\$18,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Supporting Students with Special Needs

Description: Pan American serves a diverse student population requiring specialized services to enable them to achieve to high and realistic expectations. This includes approximately 15% of our population that receive special education services and 24% who receive ELL services. (Level of Service: Consultation and Coordination Services)

Activity: English Language Learner (ELL) Services

Description: Pan American Academy Charter School uses two different models of language instruction. All teachers and students in K-3 are involved in a bilingual, dual—language program (K-4 beginning 2012-13). Teachers and ELL students in grades 4-7 participate in an ESOL push-in program that is conducted in “ESOL Friendly” homerooms. Our ELL plan includes all required elements including a statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, and a listing of resources including agencies and interpreters. It also includes our educational theory and approach, program design, staffing procedures, procedures for communication with parents and community involvement, guidance on special education and the ELL, method of evaluation our ELL plan, and reporting requirements. The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success. The Pan American ELL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. English language learners are mainstreamed as much as possible. If necessary, they will receive supplementary instruction in English from a contracted provider. They participate in the extended day programs for tutorial support and extra opportunities to practice English. The program is designed to: (1) Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing; (2) Ensure an effective and meaningful participation in regular education; and (3) Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

Person Responsible Timeline for Implementation Resources

Carrera, Mindy	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Special Education

Description: Pan American provides a first class special education program for students with special needs. The primary method of special education instruction at Pan American is the inclusion model. Inclusion is a term which expresses commitment to educate each child, to the maximum extent appropriate, in the least restrictive setting (e.g. in the school and classroom he or she would otherwise attend). It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students). Pan American’s special education policies were designed and are implemented in accordance with all relevant federal and state statutes and regulations including: the Individuals with Disabilities Education Act (IDEA 2004 — PL 108-446), No Child Left Behind, Section 504 of the Rehabilitation Act of 1973 (504), the

Americans with Disabilities Act (ADA), the Family Education Rights and Privacy Act (FERPA), Chapters 14 and 15 of the Pennsylvania State Board of Education. The following six concepts serve as the foundation for Pan American’s special education program: zero reject, Individualized Educational Plan (IEP), Free and Appropriate Education (FAPE), Least Restrictive Environment (LRE), due process and parental involvement, and non-discriminatory evaluation. Pan American presently employs a full-time Special Education Coordinator and three full-time special education teachers.

Person Responsible Timeline for Implementation Resources

Jerchau, Lydia	Start: 9/1/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Goal: Goal 2: Proficiency in Spanish

Description: Students will be able to speak, read, and understand Spanish, at least at grade appropriate levels, and will have an understanding and appreciation of the Spanish-speaking countries and cultures of the world.

Strategy: Cultural Awareness Through Community Partnerships

Description: At Pan American we celebrate diversity by emphasizing cultural competencies. Our students are expected to help to create a better and more peaceful world through intercultural understanding and respect. In our three years of operation, we have had substantial community partnerships, many of whom assisted the school to exposing our students to different cultures.

Activity: Parent Involvement - Professional Development

Description: Teachers will learn effective methods to engage parents in their students’ academic process and utilize them as volunteers in the classroom. Pan American asks each parent to donate 30 hours of service throughout the school year, we want to provide our teachers with the tools to make that experience positive and productive. Additionally, teachers are trained to provide skills for parents to help their students in a dual language program.

Person Responsible	Timeline for Implementation	Resources
Russotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-

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	30
Organization or	Type of Provider	Provider’s Department of

Institution Name		Education Approval Status
Pan American Academy Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to: <ul style="list-style-type: none"> - Identify goals for the conversation - Set a positive and constructive tone - Reflect on areas in which the student could grow - Create a plan with parent to continue or further engage the student - Create a structure for parents to volunteer in the classroom - Identify activities that parents can complete during volunteer hours 	Education World recognized, "Research has shown that parental involvement is the most important factor in a student's success in school." By building strong relationships with parents through parent teacher conferences Pan American will be able to continue to improve parent participation.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>.

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"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Journaling and reflecting Parent volunteer hrs 	<ul style="list-style-type: none"> Participant survey Volunteer Hours (Number of parent volunteer hours)

Status: In Progress — Upcoming

Strategy: Spanish Education

Description: Spanish instruction will begin in kindergarten, because research suggests that knowing a second language can have powerful effects on learning. There is also research suggesting that young learners acquire language in a different part of the brain than older learners and that it is easier to learn and to remember new language at a younger age. Based on

this research, learning the Spanish language will not only position students to engage in a multilingual and multicultural world, but it may also enhance their performance in other skills.

Activity: Center for Applied Linguistics

Description: Pan American partners with this organization for ongoing professional development and support in both implementing Spanish instruction in our non-Dual Language Program grades (grades 5-8 in 2012-13) and in implementing our Dual Language Program (grades K-4 in 2012-12). For example, in May 2011 PAACS staff attended professional development with CAL. We also use CAL resources when providing internal staff development throughout the school year.

Person Responsible Timeline for Implementation Resources

Rusotto, Darcy	Start: 9/1/2009 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Developmental Reading Assessment - Professional Development

Description: Pan American will administer the DRA in English and Spanish to determine reading levels for students in grades K-5 at least three times per year. We provide extensive training for our new teachers on conducting the assessment, and review and further development for our veteran teachers.

Person Responsible	Timeline for Implementation	Resources
Rusotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-

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	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pan American Academy Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The DRA provides teachers an opportunity to observe their students' reading behaviors. The data and information gathered enable the teacher to: <ul style="list-style-type: none"> Diagnose students' 	Burgin and Hughes in their article "Credibly Assessing Reading and Writing Abilities for both Elementary Student and Program Assessment" discuss their study of formal reading assessments, including the DRA, and their findings that with training in	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based

instructional needs and plan for intervention as needed.

- Determine the level at which the student is able to read independently.
- Group students effectively to provide appropriate reading instruction and opportunities to practice reading skills and strategies.
- Document changes over time in reading performance by monitoring students' ability to use a variety of skills and strategies.
- Identify students who may be working below proficiency and need further assessments.
- Inform parents and other educators of students' current reading performance and achievement.

implementation that the tests are both reliable and valid. They stated, "This result is significant because it suggests that formative literacy assessments can be reliably used instead of standardized multiple-choice tests to make more credible summative decisions without taking time away from instruction, and can truly match curriculum, instruction, and assessment." By using both the Spanish and English assessment our teachers will be able to design and modify our dual instruction program based on student needs.

assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • DRA results 	<ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA 	

Status: In Progress — Upcoming

Activity: Dual Language Instruction - Professional Development

Description: Our Dual Language Program is designed to graduate bilingual, bi-cognitive, bi-literate and multicultural students. In 2011-12, the Dual Language Program will be implemented in Kindergarten and 3rd grade, adding a grade each year until our goal of becoming a K-8 Bilingual/Dual Language school is achieved. The program uses a 50/50 model where language arts, math, science, and social studies are taught equally in Spanish and English.

Person Responsible	Timeline for Implementation	Resources
Russotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	18	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Center for Applied Linguistics, Pan American Academy CS, NABE, and ATFA	<ul style="list-style-type: none"> School Entity Non-profit organization 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn how to facilitate the 50/50 model including: 1) Creating a positive interactions between English and Spanish speaking students and staff 2) Designing cooperative learning projects to facilitate interactions 3) Total Physical Response techniques	The Center for Applied Linguistics published the Guiding Principles for Dual Language Education in 2007, which can be found at http://www.cal.org/twi/Guiding_Principles.pdf . The guidebook outlines effective practices to implement a successful dual language program, which we provide to our teachers during our PD sessions.	<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.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> World Languages

Follow-up Activities	Evaluation Methods
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- 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
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- DRA (English and Spanish DRA results)

Status: In Progress — Upcoming

Activity: Dual Language Program

Description: Our Dual Language Program is designed to graduate bilingual, bi-cognitive, bi-literate and multicultural students. In 2012-13, the Dual Language Program will be implemented in K-4th grades, adding a grade each year until our goal of becoming a K-8 Bilingual/Dual Language school is achieved. The program uses a 50/50 model where language arts, math, science, and social studies are taught equally in Spanish and English.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Spanish - Professional Development

Description: In response to teacher and parent feedback we will be offering Spanish classes to parents. These classes provide both parents and teachers with vocabulary and grammar to help them support their students who are enrolled in the dual language program. In order to support this effort, Pan American will seek a partnership with a university. Additionally, teachers will be given an immersion opportunity to attend a language school in a Spanish speaking country.

Person Responsible	Timeline for Implementation	Resources
Russotto, Darcy	Start: 9/1/2012 Finish: 6/29/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	20	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Pan American Academy Charter School and Congreso	<ul style="list-style-type: none"> • School Entity • Non-profit organization 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Parents and teachers will learn Spanish vocabulary and grammar.	By building our parents' and teachers' Spanish skills, they will be able to support our students as they progress through the dual-language program.	<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.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • World Languages

Follow-up Activities	Evaluation Methods
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<ul style="list-style-type: none"> • Journaling and reflecting 	<ul style="list-style-type: none"> • Spanish quizzes (Short quizzes to assess participant's progress)
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Status: In Progress — Upcoming

Goal: Goal 3: Parent Involvement

Description: We view parents as essential partners in education, and strive to actively include parents in decision-making and day-to-day operations. Pan American's goal, as stated in our charter application, is to have a high rate (at least 50%) of parent participation in school events.

From an active Home & School Association to attendance at parent teacher conferences as high as 90%, parents are truly involved at the school.

Strategy: Professional Development for Staff in Parent Outreach

Description: Central to the success of our parent involvement campaign on having a meaningful impact on the educational experience of our children is ensuring that staff possess the ability to effectively collaborate with parents and families.

Activity: Home Visits - Professional Development

Description: Our teachers will learn strategies to reach out to parents and conduct a positive and inclusive home visit. They will learn skills that they can teach parents to use to help their children in reading and math. Our teachers will also learn how to share academic information with parents such as benchmarks and issues with below grade level performance.

Person Responsible	Timeline for Implementation	Resources
Russotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-

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	30
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Congreso	<ul style="list-style-type: none"> Non-profit organization 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to: <ul style="list-style-type: none"> - Conduct positive and constructive home visits - Skills to provide to parents to help their children with math and reading - Share benchmarks tests and if applicable, below grade level achievement - Ask questions to determine pertinent information in a respectful manner 	Susan B. Anthony, an elementary school in Sacramento, CA conducted home visits and reported an increase in parent participation both in the school and support with school work at home. Parents reported that they felt more comfortable asking questions and engaging the school staff to assist in their students' education. Teachers used the visits to share school strategies and classroom procedures. http://www.edutopia.org/making-connections-between-home-and-school?page=2	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <i>For school and district administrators, and other educators seeking leadership roles:</i>

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

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

Status: In Progress — Upcoming

Activity: Parent Involvement - Professional Development

Description: Teachers will learn effective methods to engage parents in their students' academic process and utilize them as volunteers in the classroom. Pan American asks each parent to donate 30 hours of service throughout the school year, we want to provide our teachers with the tools to make that experience positive and productive. Additionally, teachers are trained to provide skills for parents to help their students in a dual language program.

Person Responsible	Timeline for Implementation	Resources
Russotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-

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	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Pan American Academy Charter School	<ul style="list-style-type: none"> • School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn to:

- Identify goals for the conversation
- Set a positive and constructive tone
- Reflect on areas in which the student could grow
- Create a plan with parent to continue or further engage the student
- Create a structure for parents to volunteer in the classroom
- Identify activities that parents can complete during volunteer hours

Education World recognized, "Research has shown that parental involvement is the most important factor in a student's success in school." By building strong relationships with parents through parent teacher conferences Pan American will be able to continue to improve parent participation.

For classroom teachers, school counselors and education specialists:

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

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"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Journaling and reflecting • Parent volunteer hrs 	<ul style="list-style-type: none"> • Participant survey • Volunteer Hours (Number of parent volunteer hours)

Status: In Progress — Upcoming

Strategy: Use Technology & Training Improve Parent Involvement

Description: Pan American Academy charter school will use Internet and telecommunications resources to connect with parents on an on-going basis. Meaningful parent training will be offered to encourage parents to be active participants in their child's education.

Activity: Open-Door Policy Using Telecommunications

Description: Pan American reinforces its open-door parent involvement practice through the use of Smart Phones. At the start of each school year, all teachers receive a Smart Phone programmed with each of their students' parental contact information. In turn, parents are given

the phone number and email account for their children's teachers. This technology enables parents and teachers to communicate easily and on an ongoing basis. The school also maintains in constant communication with parents via the school's local and long-distance phone service. Finally, the school will use School Messenger, an automatic notification device/robotdialer to provide important updates to parents.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 7/1/2012	\$141,147.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Parent Portal on PowerSchool

Description: Parents of Pan American students will have access to their students' grades throughout the school year via the Parent Portal on PowerSchool. This will enable parents to monitor their child's progress throughout the year rather than only at report card time. Parents can use information gathered from the Parent Portal to make decisions about the type of academic or behavioral support their child might need.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Parent Training Opportunities

Description: Pan American Academy is committed to providing opportunities for parents to develop their skills to assist their children in achieving academic success, to develop their leadership skills so that they can be active in the school community, and to grow personally. As such, we encourage parents to take advantage of workshops and training. For example, two of our parent leaders attended the State Parent Advisory Council conference in spring 2011. In addition to learning ideas and strategies to help their own children at home, this conference provided our parents with leadership training, strategies for working with principals and classroom teachers, effective practices in parent outreach programs, and awareness of community resources and grants. We are confident that these parents will use the strategies they learned to train other parents to be parent leaders at Pan American and to increase parent involvement. Additionally, the Summer Learning Initiative provided weekly parent meetings that equipped parents with effective strategies for reading with their children, empowering parents to become agents for literacy development.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2010	-
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Finish: Ongoing

Status: In Progress — Upcoming

Goal: Goal 4: Student Engagement and Commitment to Pan American

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

Strategy: Consistent Implementation of Code of Conduct

Description: Pan American has identified 8 school wide learning goals, the purpose of which is to provide children with a consistent system of behavior management that is used throughout the school. Consistency is the key to the implementation of the learning goals. Teachers focus on these goals everyday throughout the day as the point of reference for how children are behaving.

Activity: Class Meetings

Description: Teaching a child to become self-disciplined is a skill that requires consistency and the use of effective role models from teachers and parents. One tool that we use at Pan American is weekly Class Meetings held in every classroom throughout the school year. In the meetings, teachers facilitate conversations amongst their students about issues relevant in their lives, including issues surrounding behavior and feelings. The meetings, which are structured, help teachers to create a climate of social belonging in the classroom where children are valued and respected for their different points of view. Example topics for classroom meetings include, "What would you change about the school? How do you feel when your classmates argue? The one thing I would change about my teacher is. ..My most exciting moment in school was ..., etc."

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Home Visits - Professional Development

Description: Our teachers will learn strategies to reach out to parents and conduct a positive and inclusive home visit. They will learn skills that they can teach parents to use to help their children

in reading and math. Our teachers will also learn how to share academic information with parents such as benchmarks and issues with below grade level performance.

Person Responsible	Timeline for Implementation	Resources
Russotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-

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	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Congreso	<ul style="list-style-type: none"> Non-profit organization 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to: - Conduct positive and constructive home visits - Skills to provide to parents to help their children with math and reading - Share benchmarks tests and if applicable, below grade level achievement - Ask questions to determine pertinent information in a respectful manner	Susan B. Anthony, an elementary school in Sacramento, CA conducted home visits and reported an increase in parent participation both in the school and support with school work at home. Parents reported that they felt more comfortable asking questions and engaging the school staff to assist in their students' education. Teachers used the visits to share school strategies and classroom procedures. http://www.edutopia.org/making-connections-between-home-and-school?page=2	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

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"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
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- Journaling and reflecting
- Student PSSA data
- Participant survey

Status: In Progress — Upcoming

Activity: School Wide Behavior System - Professional Development

Description: Pan American implements a School-Wide Positive Behavior Support System. The staff receives training on how to implement the plan to create a productive learning environment in the classrooms. PAACS has partnered with the BBEST Program at Arcadia University for this training. A core team of teachers will be leading this initiative, which will be supported through a state grant.

Person Responsible	Timeline for Implementation	Resources
Russotto, Darcy	Start: 9/1/2011 Finish: 6/30/2014	-

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	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pan American Academy Charter School & BBEST Program at Arcadia University	<ul style="list-style-type: none"> • School Entity • College 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Pan American teachers will learn: - Pan American's code of conduct - How and when to give out positive behavior reinforcements - How and when to give out negative behavior reinforcements - How to create a positive learning environment - The difference between discipline and punishment - How to create learning goals with students and use them to drive academic success	Pan American developed this program as a proactive approach to discipline that promotes appropriate student behavior and increased learning. It is based upon a three-tier model that ties into IDEA's Rtl model. Research shows that a positive behavior system can be more effective than traditional behavior management programs (Horner, 2000). For more information see the PDE's website: http://www.pde.state.pa.us/	<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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)

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

Status: In Progress — Upcoming

Strategy: Identifying Barriers to Learning

Description: Many of our students come to school with academic, social, economic, health, and behavioral barriers to learning which manifest themselves in low achievement and/or disciplinary issues. Pan American will develop and implement a coordinated plan to mitigate these barriers with the intent of decreasing the rate of disciplinary issues while simultaneously increasing student achievement.

Activity: Congreso Private Client Manager

Description: Our partner and founding organization, Congreso, partners with the school to ensure at least two full-time counselors/therapists will be based on-site at the school to address the behavioral health needs of students and families. Congreso is an authorized mental health provider. Services include a full continuum of behavioral health services including individual counseling, family counseling, home visits, etc.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Student Assistance Program (SAP)

Description: In coordination with our Safe & Drug Free Schools programming, Pan American implements a systemic process using techniques to mobilize school resources to remove barriers

to learning. Beginning in 2009-10, Pan American formed a SAP team comprised of administration, counselor, nurse, special education coordinator, education specialists, master and mentor teachers, and community representatives. Members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. SAP team will implement the PDE-identified 4-step SAP process: referral, team planning, intervention and resources, and support and follow-up. Pan American will partner with Congreso and Community Behavior Health to ensure at least two full-time counselors/therapists will be based on-site at the school to address the behavioral health needs of students and families.

Person Responsible Timeline for Implementation Resources

Russotto, Darcy	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Wellness Center

Description: The Wellness Center is a unique model for primary care in that it places a primary care nurse practitioner in direct access to the children, eliminating the barriers of transportation, travel and removal from school. Through the use of nurse practitioners and the nursing model, the center will provide holistic care for the children by not only addressing their medical needs, but by also addressing behavioral health needs, providing health and wellness education, and ensuring disease prevention. The Wellness Center will provide a number of services to the students: • Primary Care Services, including medication management and prescribing, screenings for common chronic conditions, and required immunization administration to students with parental/guardian consent. • Dental Services on an ad hoc basis through St. Christopher’s Hospital for Children’s Ronald McDonald Dental Van. • Vision Services will be provided through The Eye Institute. • Behavioral Health Services will be facilitated by the nurse practitioners if needed. • Health and Wellness Education will be provided to the students and teachers of Pan American through monthly thematic education on topics such as asthma/allergies, smoking, allied health careers, environmental issues, nutrition, seatbelts, diabetes and more. The Open Airways program will be implemented by the Temple University nursing students utilizing information from the American Lung Association. • Professional Development will be offered for Pan American educators in the form of health education training and will be carried out by the nurse practitioners.

Person Responsible Timeline for Implementation Resources

Jerchau, Lydia	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize?

School District of Philadelphia Core Curriculum

In 2011-12, the Pan American Academy Charter School again used the School District of Philadelphia Core Curriculum. Administrators and teachers used this curriculum as a guide for developing a curriculum map to match the unique needs of Pan American students — aligning state standards with PYP and dual language programs. Pan American was drawn to this curriculum because it is a strong model of a curriculum aligned with the Pennsylvania Academic Standards and because it was designed to provide teachers with clarity as to what constitutes teaching at the proficient level. Embedded in the curriculum — which is divided into content-specific, grade-level documents — is an identification of what proficient teaching “looks like” in daily practice and what student outcomes “look like” at proficient levels of performance. The curriculum is designed to provide both rigorous content and a rigorous manner in which the content is to be delivered.

Pan American originally adopted the School District of Philadelphia’s Core Curriculum to ensure consistency in content and instruction in each grade level’s classrooms as well as coordination between the content and instruction across grade levels. It was also selected, because the Planning and Scheduling Timelines provide links to PSSA preparation materials related to each concept. These documents have been exemplary models for the creating of the Pan American curriculum map.

In implementing the Core Curriculum, the school used the following curriculum materials in 2011-12:

- **Reading:** Harcourt’s new *StoryTown* reading series is a research-based, high interest reading program that encourages differentiated instruction and extensive use of data to guide instruction.
- **Math:** Everyday Mathematics. Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas. Each Everyday Mathematics lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice. Everyday Mathematics provides numerous methods for basic skills practice and review. These include written and choral fact drills, mental math routines, practice with fact triangles (flash cards of fact families), daily sets of review problems called Math Boxes, homework, timed tests and a wide variety of math games.

- **Science:** In 2011-12, Pan American used our IBO PYP (see below) for science. This curriculum is supported by the Full Option Science System (FOSS) topic modules. The hands-on modules/kits (e.g., plants and animals, weather, trees, magnetism and electricity) begin with inquiry investigations and then move students toward abstract ideas related to those investigations through simulations, models, and readings. Harcourt Science materials are also used.
- **Social Studies:** Pan American also used the IBO PYP curriculum in social studies in 2011-12. The Teacher's Curriculum Institute's *Social Studies Alive* program supported the IBO units of inquiry. The curriculum was chosen because it is interactive, has been proven effective, and it fits the mission of Pan American and is adaptable to IBO in that its focus is on intellectual rigor, understanding of culture, and the promotion of personal inquiry.

International Baccalaureate Organization's Primary Years Programme (PYP)

In 2011-12, Pan American participated in the third year of the three-year authorization process to implement the PYP. There is growing evidence that this curriculum provides an opportunity for all students to succeed at the highest levels. (See, for example, "Schools Offer IB Program to Help Minority Students Excel," *Washington Post*, August 17, 2005.) The PYP is a rigorous international curriculum based on inquiry methods and the development of responsible, culturally sensitive, internationally-minded persons. This emphasis speaks directly to the goals and mission of Pan American and would therefore, greatly enhance instruction at all levels. The PYP has a set six cross-disciplinary themes which are incorporated into classroom practice in a six-unit Programme of Inquiry:

1. Who we are
2. Where we are in place and time
3. How we express ourselves
4. How the world works
5. How we organize ourselves
6. How we share the planet

(The Primary Years Programme: a Basis for Practice, International Baccalaureate Organization, page 9)

International Baccalaureate Organization research indicates that these organizing themes develop students' abilities to think, communicate, take risks, and be knowledgeable, principled, caring, open-minded, and well-balanced.

There is also a core set of concepts:

- Form: What is it like?
- Function: How does it work?
- Causation: Why is it like it is?
- Change: How is it changing?
- Connection: How is it connected to other things?
- Perspective: What are the points of view?
- Responsibility: What is our responsibility?
- Reflection: How do we know?

(The Primary Years Programme: a Basis for Practice, page 7)

In 2010-11, Pan American developed its complete Programme of Inquiry (i.e. the six unit curriculum for each grade in K-5), and developed, implemented, and reflected on our first two Units of Inquiry in each grade level. A map of our Programme of Inquiry is attached to this report. Additionally, we are attaching a sample 6-week Unit Planner for a 1st grade “Sharing Our Planet” Unit of Inquiry. Each unit must be:

- 6 Weeks Long/30 Lessons
- Inquiry-based
- Transdisciplinary
- Global
- In compliance with IBO Profiles
- In-compliance with IBO Attitudes
- Incorporate our Dual Language Program
- Align with Pennsylvania Standards

Pan American also received our first IBO pre-authorization site visit, which showed that we are either meeting or are on our way to meeting the criteria for authorization. And, by the close of summer 2011, all teachers had attended at least one IBO training.

In 2011-12, we completed the third and final year of our authorization process. During this year we developed, implemented, and reflected upon the last four Units of Inquiry for each grade level; provided professional development to new and returning staff; developed a language policy that is consistent with IBO expectations; and developed an assessment policy that is consistent with IBO expectations. We also prepared our application to be considered a full IBO school and are preparing for our authorization site visit in October 2012. On October 18-19, 2012, an International Baccalaureate team will visit Pan American to determine if we will be granted “Authorized School” status. The team will interview administrators, teachers, students, and parents as well as observe classrooms implementing the program. Based on previous authorization visits and our ongoing communication with IB, we are confident that we will achieve approval in 2012-13.

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

Pan American implemented the School District of Philadelphia Core Curriculum, with some modifications, in 2011-12. This curriculum is aligned to the Pennsylvania standards. Specifically:

- The language arts (reading, writing, speaking, and listening) curriculum uses the same texts as the School District of Philadelphia (i.e. StoryTown). These texts have been selected by the School District for their alignment to state standards. They will be supplemented by materials developed by Congreso and other culturally sensitive materials.
- The mathematics curriculum uses the *Everyday Math* series, used by the School District. This program is aligned not only with Philadelphia Core Curriculum and Pennsylvania standards but also with the standards established by the National Council of Teachers of Mathematics.
- Science is based on curriculum developed by FOSS (Full Option Science System), funded in part by the National Science Foundation and endorsed by the National Science Foundation and the Center for Science Education at the Educational Development

Center. Their materials are derived from national science standards and align with Pennsylvania and Philadelphia standards.

- Social studies curriculum uses materials provided by Teachers Curriculum Institute, *Social Studies Alive* and *History Alive*. These materials have been correlated to state standards.

In developing the International Baccalaureate Organization's PYP Units of Inquiry, aligning the curriculum with State Standards was a required step. The attached Programme of Inquiry and sample six-week Unit of Inquiry illustrate how our IBO PYP curriculum meets Chapter 4 content standards.

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

The Pan American Academy curriculum was selected and developed to meet the developmental and academic needs of our students, largely by providing intensive instruction in foundational math and literacy skills. Pan American students spend 90 minutes in math class and two hours in language arts every day. In addition to foundational mathematics and reading skills, studies also include "learning-to-learn" skills that will help students transfer and apply their literacy and numeracy skills in other subject areas. Students not only learn basic skills in a classroom setting, but they also experience using reading and math in the real world. All curriculum materials were selected to ensure developmental appropriateness.

Additionally, in beginning to implement the PYP program, Pan American is implementing a taught curriculum that is specifically designed to reach a wide-range of academic and developmental levels among students. In the PYP classroom, the teacher must be familiar with child development and learning, be responsive to the needs and interests of the individual student, and be aware of the cultural and social contexts in which the student lives and learns. The role of the teacher is to facilitate connections between the student's prior knowledge and the knowledge available through new experiences.

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

The goal of Pan American's curriculum and instruction is not content coverage, test-readiness, or student involvement; it is learning. To achieve this goal, students' classroom experiences combine best practices of constructivist inquiry and problem solving, as well as more traditional, standards-based instruction. Classes at Pan American include both drill and discovery. Projects in the classroom and partnerships with organizations around the city ensure that students have complex, real-world experiences through which to develop and apply skills and knowledge. In addition to these active learning strategies, Pan American also uses standards-based textbooks and clear, explicit instruction to make sure that all students are not only engaged, but are learning.

The Pan American instructional model is based on the development of sophisticated inquiry skills. This focus has been chosen because it promotes student engagement and motivation and because research indicates that it leads to in-depth learning. Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a 'need or want to know' premise. Inquiry is not so much seeking the

right answer — because often there is none — but rather seeking appropriate resolutions to questions and issues. For educators, inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes and habits of mind that will enable individuals to continue the quest for knowledge throughout life. In other words, through a process of inquiry, a person develops critical thinking skills enabling him or her to solve problems through innovative and creative solutions.

In the words of the IBO Primary Years Programme, “Inquiry, interpreted in the broadest sense, is the process initiated by the learner or the teacher which moves the learner from his or her current level of understanding to a new and deeper level of understanding. This can mean:

- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Researching and seeking information
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising events
- Deepening understanding through the application of a concept or rule
- Making and testing theories
- Making predictions and acting purposefully to see what happens
- Elaborating on solutions to problems

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

At Pan American, all students embrace the school’s high standards of excellence. The school prizes effort and hard work in all of our students, and we provide everyone with various avenues of support through teachers, counselors, and Congreso’s support services located in the school. Students with special needs—cognitive, behavioral, emotional, or language-based—also get additional support they may need to succeed. In 2011-12, programmatic supports and interventions for students performing below standards in literacy and mathematics (as identified by DRA, PSSA, Study Island, and locally developed benchmark assessments) included:

- Summer school: Pan American students will be invited to participate in Pan American’s summer learning program, academically-oriented summer program with technology infusion. The program is expanded over summer 2011 due to participation in the 21st Century Community Learning Center grant program.
- Saturday School: All students in grades 3-7 (not just those performing below level) participated in Saturday PSSA prep.
- Teaming: Teachers, administrators, parents and the student in need meet to help solve that student’s academic or behavioral problems, using principles and protocols described by William Glasser.
- Special Education: Pan American evaluates students who may be eligible for special education services. If students are eligible, Pan American will create an Individual Education Plan and will monitor and measure progress as mandated by special education law. Pan American will support these students in regular classes and in some cases, through pull-out services.

- Student Services: Pan American implements a robust Student Services Program that includes our innovative on-site Wellness Center, CSAP Team, Primary Care Management, and Response to Intervention. Included in these programs are family home visits, home/school communications, counseling (Pan American has a full-time certified School Psychologist on staff), attendance monitoring, interventions, referrals, etc. The aim of our Student Services program is to identify and address non-academic barriers to learning.
- Contracted Services: including speech therapy and counseling will be contracted out so that eligible Pan American students, and/or students with disabilities receive help at school from licensed professionals.
- Preparation for the PSSA: Students attended PSSA Prep tutoring sessions three hours per week year-long during the regular school week (2 periods of Study Island and one of test prep). Specialized materials were ordered to support student learning and intervention. Benchmarks were used to determine strengths and needs of students in grades 3-7. PSSA prep was integrated into the regular school day (e.g. PSSA Centers, PSSA daily review, weekly constructed response activities, daily writing using informational and narrative rubrics), and in nightly homework. A PSSA Pep rally was held to support the students and to create an environment that supported achievement and student learning.
- Actively involving parents in learning: Pan American continuously reached out to parents throughout the year to involve them as partners in learning. Activities included home visits, parent/teacher conferences, holding parent workshops and training, and providing concrete examples via the monthly newsletter for how to encourage their children to demonstrate and deepen what they learned in school through activities at home.
- In 2011-12, we extend the school day for all students until 3:45 p.m. In lieu of the 45-minute tutoring session (which was often too brief to be effective and interrupted by transition and dismissal), the extended school day will add instructional time to increase teachers' abilities to add remediation and enrichment within the day. It will also allow us to reach out to the students who could not attend tutoring because they took the school bus. This represented an additional 104 hours of instruction in 2011-12 over 2010-11, or the equivalent of nearly 19 added instructional days. Our instructional hours were also 140 hours more than the required 990 instructional hours for secondary students, or the equivalent of 25 additional instructional days.

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

Instructional methods used in Pan American classrooms in 2011-12 included:

- Assessment of prior knowledge (What do we already know about this?) at the beginning of a new topic or concept.
- Problem-solving and project work in teams.
- Brainstorming.
- Use of "what? so what? now what?" techniques to summarize what a lesson is about, why it is important, and what the students still want to learn or what they think is next.
- Use of multiple forms of outlining and note-taking, including visual maps
- Use of both research and I-search (where students describe their research process as well as their findings).

- Group discussions with students taking turns participating, leading, or recording the discussion.
- Hands-on learning by experimenting, observing, recording, acting out, etc.
- Student preparation and teaching of lessons.
- Preparation of independent and/or group projects.
- Use of technology, including computer and Internet.
- Use of traditional audio-visual materials, such as videos, as appropriate.
- Student demonstrations, readings, performances, reports as additional forms of assessment beyond traditional tests.
- Traditional direct teaching.
- The use of protocols that require all students to think critically (e.g., Socratic seminars, learning logs, jigsaws) and to collaborate to assess their work.
- The use of workshops that first model or demonstrate a concept, skill, or strategy and then require students to practice and apply what was modeled and discuss and debrief what has been learned.
- The use of mini-lessons to introduce and teach specific concepts, skills, and strategies to the whole class or to smaller workgroups.
- The use of anchor charts and other forms of documentation to synthesize and make public student understanding.
- Regular conferences with students individually and in small groups to monitor each student's level of understanding, to identify problems, and to differentiate instruction.

These methods promote student engagement and intellectual rigor, as well as the understanding of differences and culture. Because the emphasis is on higher order thinking and on content knowledge in context, students are able to use the content in service of thinking and action. There is abundant evidence that students achieve better, not only on standardized tests, but also in their lives, if they have been engaged in the active inquiry processes, which is being actively implemented at Pan American.

Additionally, in 2011-12, Pan American used The School Collective, an online system for lesson planning, which provides teachers with a format that aligns to standards, identifies eligible content, and outlines assessments. Using this tool, teachers have the framework for structuring lessons to include five key elements: (1) access students' prior knowledge or past learning, (2) educate (what the teacher is going to do), (3) active learning (what students are going to do), (4) reflection, and (5) next steps.

Professional Development & Induction

In October 2011, Pan American's new comprehensive professional education plan for 2011-12 to 2013-14 was approved by the Pennsylvania Department of Education.

Professional development activities in 2011-12 included:

- TAP Clusters: Weekly professional development by grades for all teachers on instructional practices.
- On-going observations and coaching sessions with administration and teacher leaders.
- Intensive PYP training, including math and literacy training as it pertains to linking into the PYP units of inquiry.

- School and conference-based training in dual language. Topics included: integrating curriculum in the dual language program, understanding language adaptations for Spanish assessments, evaluating language acquisition, understanding cooperative learning, simultaneous dual language reading and writing, and physical response techniques, etc.
- Special education related training, including sessions on referral protocols, accommodating students with special needs, integrating technology in all areas of instruction and as an accommodation for special needs, etc.
- Student engagement/behavior related training, including some training in positive behavior management strategies. This includes training provided by Arcadia on our new School Wide Positive Behavioral Support system.

A copy of our professional development plan approval letter and our induction plan approval letter, both from PDE, are attached to this report.

Rigorous Instructional Program - Attachments

- PYP Programme of Inquiry
- PYP Sample Unit of Inquiry -- Six-Week
- PAACS PD Approval Letter 10052011
- PAACS Induction Approval Letter

English Language Learners

In 2011-12, the English as a Second Language Program was a central program at Pan American, serving 116 students.

A copy of our ELL Plan is attached to this report document. This plan includes all elements of the BEC including statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, and a listing of resources including agencies and interpreters. It also includes our educational theory and approach, program design, staffing procedures, procedures for communication with parents and community involvement, guidance on special education and the ELL, method of evaluation our ELL plan, and reporting requirements.

The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success. The Pan American ELL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. English language learners are mainstreamed as much as possible and participate in all out-of-school time opportunities. If necessary, they will receive supplementary instruction in English from a contracted provider. The ESL program is designed to:

1. Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing.
2. Ensure an effective and meaningful participation in regular education.
3. Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

Also attached to this report are Pan American's EdHub Report and PIMS LEP Report for 2011-12.

English Language Learners - Attachments

- PAACS ESOL Policy Handbook
- PAACS LEP EdHub Report 2011-12
- PAACS PIMS ACCESS for ELLs Reporting Collection ACS 2011-12

Graduation Requirements

Not applicable. Pan American Academy Charter School is an elementary school, which served students in grades K-7 in 2011-12.

However, the school has developed guidelines for student promotion and retention in a Board approved policy. It is the policy that each student shall be moved forward in a continuous pattern of achievement and growth that corresponds with his/her own development and the system of grade levels and academic standards established for each grade. A student shall be promoted when he/she has successfully:

- Completed the course requirements at the presently assigned level.
- Achieved the academic standards established for the present level, based on the
- Demonstrated proficiency to move ahead to the educational program of the next level.
- Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience at the next learning level.

From the students who completed the 2011-12 school year at Pan American Academy, 31 students are being retained to ensure that they are positioned for future academic success. All but three of these students are in our primary grades (K-3) where the dual language program is implemented with fidelity. Due to our unique model, which requires acquisition of two languages, some students require additional time to acclimate to the model and master the content.

Special Education

Pan American provides a first class special education program for students deemed eligible for special education and related services. By the close of 2011-12, Pan American was serving 73 special education students, representing 14.7% of our student population. Our special education breakdown by primary disability is as follows:

- Specific Learning Disability — 68.6%
- Other Health Impaired — 11.9%
- Speech and Language Impairment — 7.3%
- Mental Retardation — 4.4%
- Emotional Disturbance — 4.4%

- Autism — 2.9%

Pan American provides a continuum of services is offered in order to serve the academic and social emotional needs of its students. Pan American practices full inclusion in the general education classroom with full participation in the general education curriculum along with a co-teaching model for each grade level. A resource room is fully operational for students who need more intensive supports.

Pan American's special education policies were designed and implemented in accordance with all relevant federal and state statutes and regulations including: the Individuals with Disabilities Education Improvement Act (IDEIA 2004 — PL 108-446), No Child Left Behind, Section 504 of the Rehabilitation Act of 1973 (504), the Americans with Disabilities Act (ADA), the Family Education Rights and Privacy Act (FERPA), Chapters 14 and 15 of the Pennsylvania State Board of Education.

The following serves as the foundation for Pan American's special education program: all students have access to a free and appropriate public education with their non-disabled peers (FAPE), Individualized Education Plans (IEP), Least Restrictive Environment (LRE), and Annual Child Find including non-discriminatory evaluation, parental involvement, and due process.

In 2010-11, Pan American received its first cyclical compliance monitoring review from the Pennsylvania Department of Education's Bureau of Special Education (BSE). The review included interviews of charter school administrative and instructional personnel; review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school; and comprehensive case studies, including classroom observations, interviews of parents, students, and general and special education teachers, and student file reviews. Pan American did not receive any negative findings as a result of this review. In fact the school received three commendations from the Bureau of Special Education:

1. For its collaboration between special education and general education teachers including intense efforts that our made to ensure that collaboration, communication, service delivery and training meet the needs of students with disabilities;
2. For developing comprehensive, well thought-out policies and procedures on special education, which allow staff to gain a complete understanding of special education requirements without being overly technical; and
3. For providing Evaluation Reports which are rich, detailed and provide the Individualized Education Program (IEP) team with a vast wealth of information and recommendations and program options for serving students with disabilities.

In addition to these commendations, the implementation of an impressive Student Services program has helped the school to provide interventions to students who are at risk due to academic performance, attendance, and/or behavior. Listed below are the diagnostic, intervention, and referral services that are provided at Pan American:

- **Response To Intervention** - RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior

problems. With RTI, Pan American will identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

- **Counseling** - Referrals are made to the school counselor through the RtI process, by the teacher, the parent, the student or through the Student Assistance program. When an obstacle has been identified, the counselor may provide individual or group counseling in such areas as personal and social development, educational planning and/or coping with specific life situations.
- **Assessment** - Pan American uses various assessment methods to help diagnose what the learning obstacle may be for a child. When a student is identified as having the learning difficulty by using this tool, further assessment is conducted by members of the intervention team. These assessments could include surveys, observation, local common assessments, screening tools, utilized by the school psychologist, interviews, etc. in order to identify specific strengths, and weaknesses. Using this assessment data, the team will then develop an appropriate plan of intervention and services.
- **Intervention** - When the assessment indicates an intervention need, appropriate intervention services may be provided to the student by school staff or by other professionals arranged by the school team. This could include, but is not limited to, the Intervention team in the RtI process and the Student Assistance Team. One of the intervention strategies that was employed in 2011-12 was SRA Direct Instruction in reading.
- **Placement** - Proper screening and assessment of student needs will result in appropriate placements. At Pan American, placement options include regular education, special education, and 504 services. We also provide an emotional support program and speech services.

Some of Pan American's services are not direct services to students; rather they are designed to facilitate the development and progress of students by consultation with school staff and parents or by coordinator with other agencies or individuals. These services include the areas of case management, community liaison, home/family communication, and staff development.

- **Primary Care Management** — One of the basic functions of the CSAP team and the RtI model is case management. In both models, a Primary Care Manager (PCM) is assigned to each student so that plans can be coordinated. The Primary Care Manager supports the school's instructional program by assisting students in their personal, social and academic growth. Through prevention/intervention, the PCM promotes linkages with students, families, schools and community agencies. The PCM is responsible for improving the academic achievement and social emotional needs of students through prevention and intervention, counseling, teacher consultation, and home visits. A concerted effort is also made within the Title I, ESOL, and special education programs to assign case managers to each student who qualifies for these services.
- **Community Liaison** — When the needs of the student extend beyond the available services of Pan American, referral to community resources maybe appropriate. Our social worker, contracted through Congreso, has been instrumental in developing partnerships with community agencies in order to provide both in house and out of house services. For instance, we offer family workshops through a partnership with Congreso. In addition, our special education director is instrumental in facilitating

identified medical services or residential services for students who have been identified as needing such services.

- **Home/Family Communication** — Our home/family communication in regard to student services comes in many forms. First, our school counselors communicate with parents about the content of their guidance lessons so parents know when and how to follow up with their children at home. They also inform parents of the topics that are discussed in small group sessions. Our school nurse sends various notices regarding what services have been offered to their child. She also sends educational material home regarding various health issues. Our school psychologist is available to meet with parents of students who are struggling in school in order to suggest strategies to use at home. Parents are also part of the Rtl process and play an active role in the fulfillment of intervention plans for their children. Our teachers under the guidance and training of our school social worker complete hundreds of home visits every year. The visits help our parents feel more comfortable about coming into school and working with our staff by establishing positive, nurturing, and helpful relationships.

Finally, Pan American again implemented a CSAP process in 2011-12. The CSAP team is comprised of administration, counselor, nurse(s), special education coordinator, education specialists, master and mentor teachers, and community representatives. Members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the CSAP team assists the parent and student so they may access services within the community. The CSAP team implements the PDE-identified 4-step SAP process: referral, team planning, intervention and resources, and support and follow-up. Pan American partners with Congreso and Community Behavior Health to ensure at least two full-time social workers/case managers will be based on-site at the school to address the behavioral health needs of students and families. The CSAP process is as follows:

- **Referral** — Anyone can refer a student to SAP when they are concerned about someone's behavior (any school staff, a student's friend, a family member or community member). Also, the students themselves can go directly to the SAP team to ask for help. The team contacts the parent for permission to proceed with the SAP process.
- **Team Planning** — The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collected and also meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.
- **Intervention and Recommendations** — The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment.
- **Support and Follow-Up** — The SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring and motivating for academic success.

In 2011-12, 33 students were referred to SAP (27% for academic performance, 67% for behavioral issues, and 6% for poor attendance).

Special Education - Attachment

- PAACS Special Education Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Christina LaBounty	1.0	Learning Support	Pan American Academy CS	21	Grades 6-7
Amanda Minarczyk	1.0	Learning Support	Pan American Academy CS	27	Grades K-3
Amanda Marx	1.0	Learning Support	Pan American Academy CS	19	Grades 4-5

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Pathway School (APS)	1.0	Emotional Disturbance	Norristown, PA	1	Approved Private School

Special Education Program Profile - Chart III

Title	Location	FTE
Lydia Jerchau (Director of Special Education & Student Services)	Pan American Academy CS	1.0
Dr. Amy Abramowitz (Certified School/Clinical Psychologist)	Pan American Academy CS	1.0
Darlene Campoli (Spec. Ed. Paraprofessional)	Pan American Academy CS	1.0
Raquel Colon (Spec. Ed. Paraprofessional)	Pan American Academy CS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Kenneth Newton	Speech and Language Therapist	0.40 FTE

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Reading & Math	No	No	No	Yes	Yes	Yes

PSSA Writing	No	No	No	No	No	Yes
PSSA Science	No	No	No	No	Yes	No
DRA (English & Spanish)	Yes	Yes	Yes	Yes	Yes	Yes
Study Island Benchmark Assessment	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA Reading & Math	Yes	Yes	No	No	No	No	No
DRA (English & Spanish)	Yes	Yes	No	No	No	No	No
Study Island Benchmark Assessment	Yes	Yes	No	No	No	No	No

Student Assessment

In our fourth year of operation, Pan American Academy can proudly say that we have made AYP for a fourth consecutive year based on student performance on the reading and math PSSA. The method for calculating AYP for charter schools changed in 2011-12, and under this new method, Pan American made AYP based on meeting the performance target in the 6-8 Grade Span via safe harbor in mathematics and reading. However, our growth was not significant enough to meet a performance target in math in the 3-5 Grade Span. Our preliminary AYP Summary Report and 2012 AYP Packet (district-level) are attached. The chart below illustrates our performance in 2011-12 compared to previous years.

	Math PSSA		Reading PSSA	
	Proficient	Advanced	Proficient	Advanced
2011-2012	3-5 Span 64.3%	6-8 Span 67.2%	3-5 Span 51.9%	6-8 Span 71.6%
2010-2011	64%		48%	
2009-2010	52%		44%	
2008-2009	47%		55%	

As the Pennsylvania AYP targets will continue to increase for 2011-12, continuing to emphasize reading and math and providing students with comprehensive supports in these areas must remain a top priority for the school. However, our first four years of success make us optimistic for the future.

Our success in raising student achievement and making AYP for the third consecutive year can be attributed to the following:

- Extended Day** — In 2011-12, we extend the school day for all students until 3:45 p.m. In lieu of the 45-minute tutoring session (which was often too brief to be effective and interrupted by transition and dismissal), the extended school day will add instructional time to increase teachers' abilities to add remediation and enrichment

within the day. It will also allow us to reach out to the students who could not attend tutoring because they took the school bus. This represented an additional 104 hours of instruction in 2011-12 over 2010-11, or the equivalent of nearly 19 added instructional days. Our instructional hours were also 140 hours more than the required 990 instructional hours for secondary students, or the equivalent of 25 additional instructional days.

- Rostering — Each grade has 120 minutes of literacy and 90 minutes of math scheduled into their daily roster. 90 minutes per week of Study Island and 60 minutes per week of PSSA test preparation is scheduled into each student’s roster in grades 3-6.
- Saturday School — 12 Saturday sessions (from November to March) were offered to student in the high basic, proficient, and advanced levels.
- Scope & Sequence — Pan American ensured that reading and math curriculum materials aligned to PA State Standards and Eligible Content for the entire year.
- Cluster — Weekly professional development on student-centered comprehension strategies offered to teachers.
- Data-Driven Instruction — Pan American administered Study Island benchmark assessments in grades 3-7 four times a year and administered the DRA/EDL to all students three times a year. Data was analyzed and shared with teachers and support personnel so that instruction could be tailored to meet student needs.

Benchmark Assessments:

For benchmarking in 2011-12, Pan American again used Study Island. The assessments indicate that Pan American has been successful in increasing student achievement. Our Study Island benchmark assessment data for all students in grades 3-7 follows below.

Subject	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Increase/(Decrease) Between Benchmark 1 & 4
MATH (All Students Average)	35%	54.5%	65.6%	74.4%	39.4%
READING (All Students Average)	45.6%	57.5%	63.7%	69.2%	23.6%

Additionally, Pan American used the DRA and EDL to monitor student growth in a variety of crucial skills effective readers have. Specifically, the assessment monitors level of engagement, reader interest, level of fluency, and ability to comprehend written materials at a particular

point in time. The following chart illustrates the percentage change between the first and last marking period in the percentage of students on or above the expected reading level.

DRA DATA - English			
Grade level	First Marking Period (% on or above expected level)	Last Marking Period (% on or above expected level)	Increase (Decrease)
Kindergarten	62%	72%	10%
First	44%	54%	10%
Second	61%	68%	7%
Third	68%	65%	3%
Fourth	64%	84%	20%
Fifth	87%	95%	8%
Sixth	93%	77%	(16%)
Seventh	93%	88%	(5%)

As you can see, all elementary grades posted growth, while our middle school students' performance declined over the course of the year. This is due largely to the fact that the upper levels of DRA are harder to obtain and harder to distinguish between.

The following chart illustrates the percentage change between the first and last marking period in the percentage of students on or above the expected reading level among those students who took the Spanish language assessment.

EDL DATA - Spanish			
Grade level	First Marking Period (% on or above expected level)	Last Marking Period (% on or above expected level)	Increase (Decrease)
Kindergarten	89%	45%	(44%)
First	42%	40%	(2%)
Second	58%	74%	16%
Third	65%	72%	7%

As you can see, it was not until students had been in the bilingual program for two years that they began posting gains on the EDL. This is aligned with what research supports for second language acquisition.

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

As a participant in the PEPS/TAP program, Pan American developed a school culture in which we operate in a data-driven environment. The school Leadership Team will meet in late summer to analyze our PSSA/PASA test data in depth and develop an action plan for improvement,

including plans for professional development and instructional coaching. Improving reading and math achievement among all students will remain a priority, but the particular grades, classes, and or/students that need additional assistance and the areas in which they need the most assistance is needed will be identified through this data analysis.

Using data to develop new or revised annual goals is a best practice that Pan American retains from our participation in TAP. In 2012-13, the past four years of PSSA and local assessment data will be analyzed in detail as the school develops a new, five-year performance plan with specific targets for student achievement.

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

In 2011-12, Pan American Academy used Study Island benchmark assessments in reading and math in grades 3-7 (administered four times per year), and the DRA/EDL in all grades (administered three times per year). The DRA data was used effectively to place students in reading groups and refer struggling readers to interventions including tutorials and after school programming. The other benchmark assessments were used to prepare students for the testing environment, and, more importantly, to drive instruction, make changes during the year as needed, and ensure that students with academic needs are promptly provided with the academic supports they need to improve (e.g. Saturday School, learning supports, interventions, summer school, etc.).

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.

The CEO, principal, and assistant principal had primary responsibility for the oversight of the academic program in 2011-12. It is their responsibility to ensure that there is a comprehensive plan to collect, disseminate, and review data regularly to assess the program and design necessary reforms. Pan American also employs a data specialist, Ms. Kelly Blocker. The data specialist is responsible for data collection, data analysis, and developing building protocols for teachers to dig deeper into the data than the surface numbers in hopes of more effectively using data to guide instruction and raise student achievement.

The school uses data from the Study Island and PSSA tests, including disaggregated data for students with disabilities, from low-income families, students of color, and those with limited English proficiency. Pan American also disaggregates data according to how long students have been at the school to assess growth over time and the efficacy of the educational program. Grades and other classroom assessments are also analyzed to assess the academic program. Suspension/expulsion data and attendance data is used, both for the whole school and disaggregated, to ensure that groups of students are not being disproportionately disciplined.

The CEO, principal, and assistant principal convene a group of teachers and administrators to examine the data several times per year. This group brings concerns and issues to the attention of the whole faculty or of the relevant groups (subject area teachers, grade teachers, or other

group, depending on the specific problem). Those groups make recommendations for changes in the program. The group's action plan includes processes to:

- Continue to analyze student achievement data against the requirements of the No Child Left Behind legislation.
- Design and implement specific ways to address deficiencies.
- Analyze the results of newly implemented practices.
- Celebrate, publicize, and replicate or expand what has been successful.

As part of the Board's efforts to monitor school performance on an ongoing basis, the leadership team must submit a detailed report at each public Board meeting. The report must include detailed data on academic and non-academic performance measures.

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

As stated previously, at Pan American, all students embrace the school's high standards of excellence. The school prizes effort and hard work in all of our students and we provide everyone with various avenues of support through teachers, counselors, student services program, Wellness Center, etc. Students with special needs—cognitive, behavioral, emotional, or language-based—also get additional support they may need to succeed. In 2011-12, programmatic supports and interventions for students performing below standards in literacy and mathematics (as identified by Study Island, DRA, and PSSA) included:

- **Summer Programming:** Pan American students participated in Congreso's academically-oriented summer program in Summer 2010. In summer 2011 and 2012, students participated in Pan American's summer learning program, a summer program that focuses on improving student reading levels during a time when students typically face up to a three-month loss in reading achievement due to summer recess.
- **Teaming:** Teachers, administrators, parents and the student in need meet to help solve that student's academic or behavioral problems, using principles and protocols described by William Glasser.
- **Special Education:** Pan American evaluates students who may be eligible for special education services. If students are eligible, Pan American creates an Individual Education Plan and monitors and measures progress as mandated by special education law. Pan American will support these students in regular classes and in some cases, through pull-out services.
- **Student Services:** Pan American implements a robust Student Services Program that includes our new and innovative on-site Wellness Center, CSAP Team, Primary Care Management, and Response to Intervention. Included in these programs are family home visits, home/school communications, counseling (Pan American has a full-time certified School Psychologist on staff), attendance monitoring, interventions, referrals, etc. The aim of our Student Services program is to identify and address non-academic barriers to learning.

- **Actively involving parents in learning:** Pan American continuously reached out to parents throughout the year to involve them as partners in learning. Activities included home visits, parent/teacher conferences, holding parent workshops and training, and providing concrete examples via the monthly newsletter for how to encourage their children to be active and engaged in learning.

Student Assessment - Attachments

- PAACS AYP Summary 2011-12
- PAACS AYP Report Packet 2011-12

Teacher Evaluation

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

In its first three years of operation, Pan American was a participant in the Teacher Advancement Program (TAP) through the Promoting Excellence in Philadelphia Schools (PEPS) initiative of the School District of Philadelphia. "Instructionally Focused Accountability" is one of the four pillars of the TAP model. TAP provides a comprehensive system for evaluating teachers that rewards them for how well they teach their students. Teachers are held accountable for meeting the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards, research-based standards based on twenty-six indicators and operationalized against a five-point scale rubric. Teachers are also responsible for the academic growth of their students.

The grant program concluded in June 2011, however Pan American has retained many of the central elements of the TAP program. In 2011-12, even after grant funding had ended, Pan American fully implemented the Instructionally Focused Accountability element of the TAP program. In 2011-12, each teacher was evaluated three times, during announced and unannounced observations by multiple, trained and certified evaluators using the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards. These standards include (1) Designing and Planning Instruction Standards (instructional plans, student work, assessment); (2) Learning Environment Standards (expectations, managing student behavior, environment, respectful culture); (3) and Instruction Standards (standards and objectives, motivating students, presenting content, lesson structure and pacing, activities and materials, questioning, academic feedback, grouping students, teacher content knowledge, teacher knowledge of students, thinking, and problem solving). Prior to announced evaluations, evaluators meet with teachers for a pre-conference to discuss the upcoming evaluation. All evaluations are followed up with a post-conference session between the observed teacher and the evaluator to discuss reinforcements and refinements intended to help the teacher strengthen his/her instructional practice.

Every teacher is also evaluated individually based on how much learning growth the students in his or her classroom have achieved during the school year. Further, all teachers in the school are evaluated collectively based on the learning growth of all students in the school. Through this structure, TAP makes it possible to consider multiple measures of teacher effectiveness.

A full copy of this evaluation rubric is attached to this report. The school will continue to use this rubric in 2012-13.

Additionally, any teachers participating in the Induction Program or who are converting their certificates from Level I to Level II can request that their evaluations be completed on the official PDE evaluation forms.

List entities/individuals who are responsible for teacher and staff evaluation AND indicate whether those individuals have administrative certificates.

Principal Darcy Russotto and assistant principal Madeline Gordian-Diaz and the two teacher leaders (Kelly Blocker and Evaleen Velazquez) are responsible for staff evaluation. Dr. Russotto holds principal K-12 administrative certificate as well as a certificate as a supervisor of curriculum and instruction.

While our three other evaluators do not hold administrative certificates, this is not a requirement in the TAP evaluation model. The idea behind TAP is having teaching peers evaluating you.

Additionally, while she did not serve as a primary evaluator in 2011-12, CEO Ms. Wanda Novales holds a superintendent Letter of Eligibility and a principal K-12 administrative certificate.

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

While we were participating in the PEPS/TAP Program all teacher evaluators underwent extensive training provided by the School District of Philadelphia and the National Institute for Excellence in Teaching. In order to become a Certified TAP Evaluator, Ms. Novales, Dr. Russotto, and Ms. Blocker were required to participate in training specific to the evaluation rubric, complete an allotted number of classroom observations, and pass the TAP Certified Evaluator Performance Test. As part of this training, our staff had to demonstrate an ability to rate videotaped teacher lessons at TAP's three performance levels (unsatisfactory, proficient, and exemplary) before they could do live observations. In addition, the evaluators must rate taped videos each year; akin to a recertification process. The purpose of this type of evaluator training is to ensure "inter-rater reliability." In 2011-12, Dr. Russotto and Ms. Blocker trained our new teacher evaluator Evaleen Velazquez in the TAP rubric and provided her with ongoing support in her new role.

The teacher evaluation system is structured to maximize fairness in the evaluation process. It does so in two ways: (1) having teachers evaluated on multiple occasions by multiple evaluators counters the limited, subjective nature of many conventional evaluations and provides a richer picture of a teacher's performance, and (2) scoring rubrics, evaluator training, and recertification requirements increase the "inter-rater reliability" of evaluations, producing ratings that are more consistent from evaluator to evaluator and that teachers are more likely to trust (Toch, 2008). Finally, TAP requires that all evaluations be entered into a national Performance Appraisal Management System. Reports are generated from this system that

allows the school to look not only at patterns in areas of improvement or strength but also to analyze trends in evaluator “inter-rater reliability” and grade inflation, thus further ensuring the reliability of the evaluation process. In 2011-12 we used a similar self-designed tool based on this system we used last year. We also had this built into the School Collective for 2012-13 to more efficiently track our observations and quick visits.

As one of the school’s two primary evaluators, principal Darcy Russotto has participated in extensive professional education in teacher evaluation, instructional techniques, and supporting students with special needs. Specific to Pan American’s unique mission and instructional techniques, Dr. Russotto has participated both in the International Baccalaureate program leaders training institute and in International Baccalaureate Level 1 Primary Years and Category 2 Inquiry training institutes. She has participated in various professional development opportunities related to dual language instruction, including training facilitated by the Center for Applied Linguistics.

The school’s other primary evaluator, assistant principal Madeline Gordian-Diaz, joined Pan American in 2011-12 after serving as a teacher leader at the School District of Philadelphia where she trained school-based leadership teams in the analysis of instruction for the purpose of professional growth for teachers. Additionally, Ms. Diaz has participated in Category 1 International Baccalaureate training and has participated in extensive professional development on elementary literacy instruction. Her ESL Program Specialist and Spanish language certification also uniquely suits her to evaluate instruction in Pan American’s educational model.

Finally, Pan American’s administration participates in Pennsylvania Department of Education and PA Training and Technical Assistance Network (PaTTAN) trainings, especially in the area of special education.

Teacher Evaluation - Attachment

- PAACS TAP Evaluation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Board of Trustees

In 2011-12, the Board of Trustees built on last year’s efforts to transition from a founding board to a sustainable governing board. Central to that transition has been recruiting talented new Board members with experience in overseeing academic programs, financial oversight, governance, and fundraising. Additionally, in expanding the size of the Board, Pan American will be able to establish functioning committees to tackle strategic issues in greater depth, and with more specific expertise, than the full Board has time for during regularly scheduled Board meetings.

During 2011-12, four Board members resigned as follows:

- Ms. Debora Borges-Carrera — Resigned September 2011.
- Ms. Dominique Bernardo — Resigned at end of term, March 2012.
- Ms. Tracy Elizabeth-Clay — Resigned at end of term, March 2012.
- Mr. Dario Bellot — Resigned June 2012.

From July 2011 to March 2012 the Board and administration actively recruited new Board members who could lead the school into its second charter term. On March 19, 2012, the Board elected four new Board members as follows:

- **Mr. Adonis M. Banegas, Board Member & Parent Representative** — Mr. Banegas joined the Board as the second parent representative. In addition to his unique perspective as a parent, Mr. Banegas brings to the Board a background in public health, youth programming, and community-based programming. He is currently the Men's HIV Prevention Initiative Manager for the Circle of Care, a program of the Family Planning Council. Mr. Banegas has worked as a Drug and Alcohol Prevention educator, Interpreter, a social worker for adjudicated adolescents returning from placement and as a tobacco cessation coordinator in high-risk, low-income neighborhoods in the city of Philadelphia. Mr. Banegas received a Bachelor's Degree in Public Health from the Pennsylvania State University and a Master's Degree in Health Education from Arcadia University.
- **Dr. Joseph DuCette, Board Member** — Dr. DuCette has been a faculty member in the College of Education at Temple University since 1968. During his years at Temple he has served as the Chairperson of the Department of Educational Psychology, the Associate Dean of the College of Education, and the Acting Dean of the College. He is currently the chairperson of the Department of Psychological Studies in Education. Dr. DuCette has served as a consultant to numerous educational organizations in the Philadelphia region. These include the After School Activities Partnerships, the Hundred Book Challenge, the Future Stars of Delaware, De La Salle in the Towne, Tell Them We Are Rising, and Philadelphia READS. His current research interest is in factors that affect retention in both basic and higher education. He received his Ph.D. from Cornell University in experimental psychology. Dr. DuCette's extensive experience as an educator and his involvement in designing, implementing, and evaluating educational initiatives will be an asset to Pan American.
- **Waleska Maldonado, Treasurer** — Ms. Maldonado's brings her extensive background in non-profit financial and program management to her new position as treasurer of the Pan American Board. Ms. Maldonado is Congreso's Senior Vice President of Health Services, overseeing a \$5.5 million budget that includes

over 20 different health programs in the departments of behavioral health, primary care, HIV/AIDS, health education and training, women's wellness, and maternal infant and child health. She has a master's degree in Health Services Administration from Strayer University and an undergraduate degree from Temple University. She is a member of the American College of Healthcare Executives and also serves on the boards of Planned Parenthood, YMCA-North, and the National Nursing Centers Consortium.

- **Margaret S. Jones, Board Member** — Ms. Jones is a senior associate at Reed Smith in Philadelphia. She is a member of the firm's Corporate and Securities Group, a member of the Mergers and Acquisitions team, and works closely with the Financial Industry Group. She is currently also a member of the Board of Directors of Women Against Abuse, the largest provider of services to victims of domestic abuse in Southeastern Pennsylvania. She received her law degree from Northwestern University School of Law and her undergraduate degree from Pomona College. Her legal, financial, and nonprofit governance expertise will all contribute to Pan American's success as the Board matures and the school approaches renewal.

Additionally, the Board still includes an ex-officio member from among the school's faculty. Fourth grade teacher Ms. Carmen Paisa Riter held this position for the third year in 2011-12.

Administration:

In 2011-12, as the school expanded and approached both its renewal and the move into a new facility, the administrative structure changed to create two separate and distinct positions — a CEO to oversee the overall performance of the school (academic and operational) and a principal to provide the instructional leadership.

Ms. Wanda Novalés continued to serve as the school's CEO in 2011-12. Ms. Novalés brings nearly 20 years of experience in early childhood, elementary education and school administration to Pan American Academy Charter School. She was born in Puerto Rico and raised in Philadelphia. Ms. Novalés received her Bachelor's of Science in Elementary Education from Temple University and her Master's in Educational Leadership from Cheyney University. Ms. Novalés also received a Superintendent's Letter of Eligibility from Arcadia University. She has served as a teacher, program coordinator, assistant principal, and school principal. Through her vision and leadership at Pan American Academy Charter School, the school has made academic gains and has reached AYP for four consecutive years.

In 2010-11, Pan American Academy Charter School welcomed Dr. Darcy Russotto as Assistant Principal, replacing Ms. Claudia Lee. Dr. Russotto became an invaluable member of our instructional team, having most recently served as an Intervention Administrator and TAP Specialist with the School District of Philadelphia. In 2011-2012 she served her first year as Principal of Pan American Academy Charter School. Her expertise is in the analysis of instruction

for the purpose of instructional growth for teachers, promoting instructionally focused schoolwide reform, providing mentoring and coaching for new and experienced teachers, data-driven instruction and decision-making, teacher supervision and observation, and curriculum development. Dr. Russotto also has 13 years of classroom instruction as an elementary school teacher in public and private schools. She is a Pennsylvania certified elementary education teacher (Instructional II), Supervisor of Curriculum and Instruction, and Principal K-12. Dr. Russotto is currently an adjunct professor at Temple University, teaching a graduate course: *Tests and Measurements*. Dr. Russotto has a doctorate in Educational Psychology from Temple University, and M.S. in Elementary Education from St. Joseph University, and a B.A. in Communications from Fordham University.

In 2011-12, Pan American also welcomed Ms. Madeline Gordian-Diaz to the leadership team as assistant principal. Ms. Diaz brings to Pan American fifteen years of classroom and instructional leadership program. She is a Pennsylvania Instructional II certified elementary education teacher (K-6) and Spanish teacher (K-12), she holds a program specialist certificate in English as a Second Language, and she recently completed her coursework, fieldwork, and Praxis examinations for her principal certification (Administrative I). She is presently applying for her principal certification through PDE. Her areas of expertise include bilingual education, assessment, math and literacy coaching, teacher mentoring, and school safety and climate. She has a B.S. in psychology from Saint Joseph’s University and a M.Ed. in elementary education. At Pan American her responsibilities include overseeing the elementary instructional program, the dual language program, ELL program, parent relations, and substitute services.

Board of Trustees

Name of Trustee	Office (if any)
Mr. Nicholas Torres	Chair
Ms. Julie Cousler Emig	Vice-Chair
Ms. Waleska Maldonado	Treasurer
Mr. Adonis Benegas	Member & Parent Representative
Dr. Joseph DuCette	Member
Ms. Margaret S. Jones	Secretary
Ms. Betsy Polizzi	Member
Mr. Bienvenido Rosario, Jr.	Member & Parent Representative
Ms. Paisa Riter	Ex-Officio, Faculty Representative

Professional Development (Governance)

The Pan American Academy Charter School’s Board of Trustees is committed to staying abreast of developments in the charter school arena and ensuring compliance with the various legal responsibilities of a charter school board. As such, the Board is provided guidance regularly by the school’s legal counsel and prominent charter school attorney Robert W. O’Donnell.

In 2011-12, the Board referenced its June 2011 self-assessment, which revealed that the Board’s strengths are monitoring the fiscal health of the school and ensuring adequate fiscal controls, referencing the school’s mission when making decisions, and tracking program, financial, and

organization progress over time. Areas of opportunities include administrative succession planning, fundraising, ensuring that the Board membership represents the school's needs and its constituents, and tracking Board performance and developing Board member skills. In 2011-12, the Board concentrated on Board recruitment and on developing tools for evaluating leadership performance.

On June 18, 2012, Pan American's Board had a half-day training facilitated by Melanie Burke Reiser of OmniVest Management. As nearly half of the Board members were in their first three months of service at Pan American, the training focused largely on fundamentals of charter school governance, including: definitions of charter school board, fiduciary responsibility, governance vs. management, avoiding common board dysfunctions, the role of the parent board member, responsibility for performance evaluation of school, etc. Much time was spent on the legal obligations of a charter school board, including due diligence, Sunshine Law, Public Officials Act, Right to Know Law, etc. The training also covered the charter school renewal process.

Coordination of the Governance and Management of the School

Governance:

The Board of Directors functions primarily as a policy-making body, delegating day-to-day administration to the Chief Executive Officer. The board exercises legal power and responsibility for the school. The purpose of the board is to provide strategic leadership and governance to ensure Pan American's mission, goals, and values are followed and achieved, and to protect the interests and assets of the school. Its roles and responsibilities include: financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for: coordination of long-range planning and resource development; overseeing and evaluating the work of the principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures, significant changes in program or facility use, and expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints.

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

Management:

As mentioned previously, Pan American's administrative structure changed in 2011-12 to create two separate and distinct positions — a CEO to oversee the overall performance of the school (academic and operational) and a principal to provide the instructional leadership.

The CEO is responsible for developing the vision and goals for the organization and enabling and ensuring achievement of that vision through goal attainment, fundraising, policy adherence, and staff and Board commitment and delivery. The CEO is responsible for the leadership, strategic planning and growth of Pan American and provides guidance and support for the daily operational management of the school. The primary responsibility of the CEO is to carry out the strategic plans and policies as established by the Board of Trustees including the academic performance and operations and fiscal oversight. In addition to standard areas of school management (i.e. governance, financial oversight, human resources, legal, operations, academic achievement), the CEO will provide leadership in the school's development/fundraising and public and community relations efforts.

The principal is responsible for carrying the mission and vision of Pan American Academy Charter School into operation, emphasizing respect for the school community with high expectations of student achievement through all segments of academic development. She is responsible for the academic program of the school, and, as such, must:

- Provide guidance and direction to faculty and students to ensure academic excellence;
- Foster good relationships among faculty and students;
- Evaluate the effectiveness of faculty;
- Assist in the recruitment and recommend for hiring new faculty and staff;
- Develop school schedule and make faculty assignments;
- Conduct in-service programs for faculty and staff;
- Conduct faculty and staff meetings;
- Supervise testing procedures and interpretation of results;
- Supervise reporting of student progress;
- Implement Board policies and school initiatives such as Primary Year Programme (PYP), Teacher Advanced Program (TAP) and Dual language program
- Make recommendations concerning administration and instruction; and
- Maintain school accountability in various areas.

Additional instructional responsibilities include maintaining and continuously evaluating the curriculum providing individual guidance to students needing increased support, and assessing and making appropriate modifications to ensure student progress in achieving goals. Non-instructional responsibilities of the principal include overseeing school safety, developing a

school-wide discipline policy, coordinating parent involvement, monitoring the Student Assistance Process, and state and local reporting.

In separating the CEO and principal positions, the principal will assume primary responsibility for the day-to-day management of the school's academic program, thus enabling the CEO to focus largely on long-term goals and the strategic vision of the school as the school prepares for its second charter term.

In 2012-13, as the school expands to 717 students and completes its middle school growth plan, the administrative structure will again be refined. Using existing staff with refined job descriptions, the school will have two assistant principals — one elementary (K-5) and one middle school (6-8). The school has also hired a director of strategic initiatives to work on development and special projects, as well as a full-time technology coordinator.

Relationship with Authorizer and PDE:

Under the leadership of the Board of Trustees and the Pan American CEO and principal, Pan American maintained a collaborative relationship with the school's charter authorizer, the School District of Philadelphia, in 2011-12. Representatives of Pan American attended meetings held by the School District of Philadelphia's Office of Charter Schools and by other District offices, including special education meetings and charter school meetings. The school has a history of open communications with the District's Charter School Office and submits required reports and requests for information in a complete, thorough, and expeditious manner. And, we have a history of collaborating with the District, most notably from 2008-09 to 2010-11 when Pan American participate in the District's PEPS pilot program (Promoting Excellence in Philadelphia Schools), which represented a multi-year collaboration with the District on improving teacher quality and implementing an innovative performance pay system by implementing the national Teacher Advancement Program (TAP). In 2012-13, we look forward to working closely with the District as we go through our comprehensive renewal process.

Similarly, Pan American maintains an open line of communication with the Pennsylvania Department of Education and its Division of Nonpublic, Private and Charter School Services. Pan American complies with PDE's reporting requirements, which keeps the Department apprised of our financial, personnel, instructional, safety, and enrollment/child accounting status on an ongoing basis. When PDE facilitates professional development activities, Pan American participates (e.g. training for PIMS, SAS, etc.). And, as always, Pan American maintains an open door policy with regard to PDE site visits. In 2011-12, Pan American had an opportunity to work more closely with representatives from PDE as a recipient of a multi-year 21st Century Community Learning Center grant.

Coordination of the Governance and Management of the School - Attachment

- Pan American Board Meeting Dates 2012-2013

Community and Parent Engagement

As Pan American was founded by a vital community-based organization (Congreso), we believe that family, culture and community are powerful learning assets. As such, the Board and the school administration have committed to making parent and community engagement a central element of our educational model.

Parent Engagement:

Unlike other charter schools which strive in vain for the parental involvement so critical to student success, Pan American has the great advantage of offering many Congreso social programs and services as incentives to bring parents into our school. Pan American's goal for parent participation, as stated in the charter application, is 50%. The 2011-12 school year was a positive year for parent participation. Almost 60 percent of parents were able to support our school with over 2,500 hours of volunteerism. The 2012-2013 school year will be even more successful, as we have employed a full time Parent Coordinator to plan parent workshops, coordinate activities, and track and monitor our parent participation and volunteerism. Parents are encouraged to volunteer 30 hours of service to our Pan American community. This can be done in many ways. We offer several events throughout the year such as attending family nights, school bake/specialty sales and assisting with class trips. Parents who are unable to assist during the school day can donate time from home. They can help with creating arts/crafts assignments, putting packages together and even donate baked goods for our back sale. Pan American offers to reimburse parents for the three required clearances they need for volunteering in the school.

Specific aspects of parent involvement in 2011-12 included home visits and summer parent programming. First, in 2011-2012, the Pan American teachers and staff conducted home visits. They successfully met with 82% of their new students and families. The goal of the home visit is to build a relationship of communication among teachers, parents, and students and to encourage parents to be active participants in their children's education. Secondly, as part of the 2012 summer learning program, Pan American partnered with the Summer Learning Initiative which provided weekly parent workshops. These workshops were attended by parents with students in grades K-3 and were geared specifically to increase parental knowledge about the development of reading skills and strategies. Parents spent one hour reading with their child each week in school. These workshops, four in total, had an average attendance rate of 94%. We also hold a wide array of parent programming, including Back to School Night, Puerto Rican Day Parade, Family Literacy Night, etc.

Additionally, the school maintains open communication with parents. All teachers receive a Blackberry/PDA and a laptop which enables parents to have constant access to their children's teachers. This frequent email and phone communication allowed parents to hear regularly about their children's progress at school, not just their problems. A monthly calendar (in English and Spanish) highlights schoolwide celebrations and activities. Teachers augment the monthly newsletter with weekly bulletins that provide detailed accounts of class studies and homework assignments. A Back to School Night was held in September, and Parent/Teacher conferences were held following each report card period. Conferences were scheduled during the day and in the evenings, to accommodate as many parents as possible.

Including parent feedback in the decision-making of the school is also of paramount importance to the school's Board and administration. To that end, the Board appointed a second parent of a student currently enrolled in the school to serve on the Board in 2011-12. Additionally, Board

meetings are open to the public and, in addition to posting meeting date and times in a local newspaper, the meeting dates and times are posted in the charter school's main office and on the school calendar so that any parents interested in attending are made aware of upcoming meetings. Pan American continues to implement PowerSchool as its student information system, which, when fully optional, will provide parents with real time access to their children's grades, homework assignments, attendance record, disciplinary record, etc., via a secure log-on.

Finally, to encourage parent feedback and ensure that our school is responsive to parent needs, we conducted a parent survey (administered in English and Spanish in a paper-based form) in spring 2012. Parents were asked to discuss the school environment, safety, accessibility of staff, parent involvement and volunteering, academic goals, and educational programming. 196 parents responded. 98% of the respondents felt that they were welcome in Pan American this year, and 97% felt they were treated with respect by the staff and administration. 89% felt as if Pan American did a good job of scheduling parent meetings. The administration and leadership were well praised by parents (92%). And, 95% of the respondents indicated that their child feels safe. In open-ended questions, parents were asked to describe the strengths and weaknesses of the school. The school is currently in the process of translating the Spanish-language responses, so that these responses can inform the planning for 2012-13 and our second charter term.

Community Engagement

As Pan American was founded by a vital community-based organization — Congreso — ensuring that the community plays an active role in the school's operation is of paramount importance to the Board of Trustees. In 2011-12, community involvement enabled Pan American to provide parent training, promote student and family health, run after school clubs, provide high quality professional development, offer library services to our students, expose students to arts, and make science learning come alive. A sampling of Pan American's 2011-12 community partners follows below:

- **Congreso** — The Pan American Academy Charter School operates in partnership with Congreso de Latinos Unidos, a community-based nonprofit organization that has been strengthening Latino communities in Philadelphia for over 30 years. Congreso's unique contribution to Pan American is the provision of integrated social services at the school site. In 2011-12, Congreso provided a host of services to the school including mentoring Pan American in developing its 21st Century Community Learning Center after school and summer school program, providing case management services, and assisting in the second year of implementation of the Wellness Center. Parents were also linked to a variety of Congreso's initiatives including workforce development training, smoking cessation programs, parenting classes, family case management, and behavior health services.
- **26th Police District** — Pan American actively partners with its local police district, with the CEO attending the District's monthly safety meetings and getting involved in local safety initiative. During the holidays, the District adopted 20 families in need, throwing a party and buying them gifts. The school is currently in discussion with the District about having its school police officer attend training at the District.

- **Arcadia University** — Arcadia University supported our efforts in establishing our school wide positive behavior support (SWBPS) program through training, use of facilities, and purchasing materials.
- **American Heart Association** — In 2011-12, Pan American students participated in Jump Rope for Heart, where they learned how their hearts work and how to take care of them through physical activity and nutrition. They also learned about children who have been effected by cardiovascular disease and how them. Students jumped rope and raised funds for an important cause.
- **Brightside Academy** — Provides before and after school care for working parents. They pick drop off the students in the a.m. and pick up in the p.m.
- **Center for Applied Linguistics (CAL)** — Pan American partners with CAL (an organization that aims to promote and improve the teaching of languages) for professional development and support in implementing its dual-language program.
- **Concilo** — Provided free abstinence-based health program for our 6th and 7th graders. The abstinence program was called PHAT! — Promoting Health Among Teens. The goal of the program is to prevent teen pregnancies and sexually transmitted diseases, including HIV, by helping youth to choose to wait to have sex.
- **Dancing Classrooms Philly** — Offered ballroom dancing classes for our 5th grade students in 2011-12.
- **Eastern University** — Provided practicum student teachers.
- **El Taller Puertorriqueno** — This local community arts organization that celebrates the Latino arts, provides art teachers for the school's after school program (including the mural arts club), provides arts and culture workshops, and provides admission for our students to their museum.
- **El Zol** — This radio station airs free public announcements for Pan American which enable us to showcase unique elements of our program (e.g. Teacher Advancement Program) and celebrate staff successes, including announcing the names of teachers earning TAP bonuses last fall and honoring a staff member, Linda Soto, as a hero of the community.
- **The Eye Institute/ Eagles Vision Mobile** — Offered free vision screening to our students during the summer.
- **Free Library of Philadelphia, Kensington Branch** — The school does not have a school library, so each week our classes rotate to visit the library.
- **The Franklin Institute** — The Franklin Institute provided a mini-grant to the school, which provided free admission for all our students to visit the museum. The school is

presently in conversation with the Franklin Institute about providing on-site science professional development to our teachers.

- **Gavin Electronics** — Made a donation to the school in support of its mission and programming.
- **Intech** — The construction company working on the new Pan American facility, included students and parents in a steel topping ceremony when the highest beam was placed on our building.
- **International Baccalaureate Organization (IBO)** — The school has an ongoing professional development and academic support relationship with IBO, as the school makes steps toward becoming an IBO Primary Years Programme site.
- **Kensington High School** — The school's current facility does not have the auditorium or general purpose space to hold concerts, celebrations, etc. Kensington High School allows Pan American to use their auditorium for events, and some of their high school students are placed with Pan American for their community service activities.
- **Kimmel Center** — Students in our after school program performed at the Kimmel Center in spring 2012.
- **Lowes** — Provided a generous \$100,000 playground grant in 2009-10, which will be utilized at our new building site in 2012-13.
- **The New Jersey Aquarium** — The aquarium provided a mini-grant to the school, which provided free admission for all our students to visit the aquarium. The school is presently in conversation with the aquarium about providing on-site science professional development to our teachers.
- **National Institute for Excellence In Teaching** — NIET provided extensive professional development support to the school as it implements the TAP program through the Promoting Excellence in Philadelphia Schools initiative. They continue to support Pan American through the use of their instructional rubric and evaluation system.
- **National Nursing Center Consortium (NSCC)** — Partnered with the school to plan and implement our Wellness Center.
- **Norrissquare Civic Association** — The school has an extensive partnership with this neighborhood association. The CEO/Principal attends the Town Watch Meetings and attends various workshops presented by the organization. Ms. Novales has also been asked to host workshops for the Association, and has presented a parenting session as well as a workshop on 21st century skills and bilingual education. Additionally, the school's partnership with the Association provides our parents with access to after school activities sponsored by the Association.

- Penn Wynne Elementary School — Fifth grade students from this Lower Merion School District School came to visit Pan American. They donated books to the school and read to our first graders. They then set up a pen pal program with our fifth graders organized by the Spanish teacher at Penn Wynne.
- Philadelphia Biblical University, Philadelphia Urban Seminar — Pan American hosted 5 student teachers from the PBU during this two-week program, where they learned from their mentor teachers, assisted with small group instruction, and had an opportunity to teach lessons.
- The Philadelphia Zoo — The zoo provided a mini-grant to the school, which provided free admission for all our students to visit the zoo.
- Project Smile — Provided free dental service for our students.
- Councilwoman Maria Quinones — Provide ongoing public support to the school and raises community awareness of our school by attending many of our events.
- Rock School for Dance Education — Provided afterschool programming for our students, including ballet and flamenco dancing.
- St. Christopher Ronald McDonald Dental Mobile — Provided free dental service for our students.
- Telemundo — Telemundo has proven invaluable to the school's student recruitment and public relations efforts, running free ads for the school on an ongoing basis. The school's CEO/Principal has also been a guest several times on Telemundo's community talk shows.
- Temple University, College of Education — Five student interns from Professor Tamara Sniad's courses completed 20 hours of classroom experience each with our teachers serving as mentors. Interns were placed according to their educational backgrounds and our program requirement needs.
- Temple University School of Nursing — Provides nurse practitioners and practicum students to service our students during the school year at our Wellness Center. Also provide professional development and health resources to staff and families. They hosted a Spring Health Fair for our students, which included: Hand washing challenge; dental care demonstrations and giveaways; bullying prevention; sun safety; free healthy snacks; bike safety and helmet demonstrations; asthma information; book giveaways; learn to make healthy food choices and learn to resolve problems with friends.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

In 2011-12, there were no major fundraising activities. However, Pan American benefits from an extraordinarily active Home and School Association. Through small-scale fundraisers (e.g. dress down days, pretzel sales, raffle, bake sales, holiday bazaar, school dances, Mother's Day flower sale, block party, popcorn sales, catalogue sales, etc.) the group makes great contributions to student activities. In 2011-12, the Home and School Association raised funds that were reinvested in student activities (e.g. expeditionary learning field trips, purchasing supplemental materials for the classrooms, etc.). In 2012-13, we will continue these successful small-scale fundraising activities, adding a school store and Scholastic Book Fairs.

The school has and will continue to benefit from the school's strategic grant writing activities. For example, as reported in last year's annual report, Pan American was a sub-grantee through Congreso in a Johnson and Johnson Healthy Schools, Healthy Kids grant. Through this program Pan American will adapt the Coordinated Approach to Child Health (CATCH) program curriculum, which is a nationally recognized curriculum that has been implemented in 22 states. The program began in March 2011 with 3rd grade students and families, and will operate through 2012-13 for grades 3-5 and their families. With Healthy Kids, Healthy Schools; students participate in physical activity classes and nutrition lessons. This program also includes Pan American families with take-home activities and Fun Nights. The program is custom-made for the kids of Pan American, living in the surrounding communities. We are really trying to give our children the tools to take what they learn in the classroom home and keep up with the healthy habits their whole life. Through this program, we are expecting our students to make healthier food choices inside and outside of school. We also hope that our kids will be more active, spending more time running around. It is also expected that the entire family gets in on the action through Family Fun Nights, at-home assignments and family activities. Eventually, we hope this program will make the entire Pan American community a healthier community.

In 2011-12, Pan American was again successful in securing grant funding. Most notably, was the award of a three-year 21st Century Community Learning Center grant for out-of-school-time programming. Through this funding, Pan American is implemented a YouthQuest after school program for 70 students in grades K-7 that combined academic activities (homework help, reader's theater, physical fitness and athletics, and the arts). We have also implemented a YouthQuest enrichment summer camp for 136 students. Summer camp activities include arts, engineering, outdoor sports, writing, science, reading, theater, and math games. This grant will enable us to run after school and summer programming for the next two years. Congreso, having developed and implemented a 21st CCLC grant in the past, assisted Pan American in designing its program and will provide support during implementation.

As evidenced by the grants above, our partnership with Congreso has opened many doors to community-minded businesses and foundations interested in supporting public education. In 2012-13, the school's Board and administration will continue to seek out grant funding opportunities and solicit private and corporate donations. For 2012-13, the school has also hired a director of strategic initiatives to work on development and special projects. Finally, in the CEO's job description is a responsibility for development and fundraising. She will be responsible for proposing annual fundraising goals and manage campaign to achieve

development goals, provide leadership to the Board in arranging fund-raising activities, and assist the Board in seeking donors of time and resources in support of the school.

Fiscal Solvency Policies

The school operates under internal control procedures that protect the fiscal solvency of the school, including the requirement for dual signatures on all checks, monthly financial reporting to the Board, and segregation of duties.

Additionally, in following charter school best practices, the school formed a standing Audit/Finance Committee which includes the Board Vice-Chair, the Board Treasurer, and the school's Director of Operations. A representative from the school's business management firm frequently participates in meetings of this committee as well. The committee's responsibilities include: create the upcoming fiscal year budget; monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions; recommend to the Board appropriate policies for the management of the Charter School's assets; and report to the Board an analysis of the School's financial statements on a regular basis. The Committee reviews at the close of each fiscal year a complete certified audit of the operations of the Charter School. The audit shall be conducted by a qualified independent certified public accountant. The audit shall be conducted under generally accepted audit standards of the Governmental Accounting Standards Board (GASB).

As the school matures, we will endeavor to maintain a substantial fund balance each year, which is sufficient to cover a minimum of two month's payroll. The fund balance will ensure that the school has a buffer in the event of unforeseen circumstances such as unscheduled repairs and maintenance, delay in receipt of federal funds, lower than anticipated student enrollment, etc. While many young schools have financially difficult inaugural charter terms, our Preliminary Statements of Revenue, Expenditures, and Fund balance for 2011-12 indicate that we ended the 2011-12 Fiscal Year with a fund balance of \$96K.

In 2011-12, the school maintained an on-site Business Office led by the Director of Operations and an education management company — OmniVest Properties Management, LLC — to provide back-office support and ongoing financial planning services. OmniVest prepared monthly financial packets which are shared with the school administration and Board treasurer and are presented to the full Board of Trustees at the monthly, public Board meetings. These packets tracked actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly.

Accounting System

The school's Chart of Accounts mirrors that of the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and GAAP Accounting is followed for accrual based budgeting, accounting, and reporting. The school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB), including Statement 34.

As mentioned above, Pan American contracted with OmniVest Management, LLC to provide its back office and fiscal management services for 2011-12. OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Pan American also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is QuickBooks Premier Accountant Edition 2012. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB). The school is implementing the new GASB 54 regulations in 2011-12.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- PAACS Statement of Revenues Expenditures Fund Balance 2011-12

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

The school's Board of Trustees has engaged J. Miller and Associates, LLC (CPAs for non-profits) to conduct our audit for the fiscal year ended June 30, 2012. This audit report for fiscal year ended June 30, 2012 is expected to be completed by November 2012. Pan American will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion.

To date, the most recent audit available is the audit for the fiscal year ending June 30, 2011. This audit was prepared by certified public accounting firm Siegal & Drossner, PC (300 Yorktown Plaza, Elkins Parks, PA 19027). The "Management's Discussion and Analysis" can be found on pages 3-7 of this document. A summary of audit results, which were positive and without finding, includes the following:

- The Auditor's Report expressed an unqualified opinion.
- There were no significant deficiencies in internal control over financial reporting that would be considered material weaknesses.

- No instances of noncompliance material to the financial statements, which would be required to be reported in accordance with Government Auditing Standards were disclosed during the audit
- There were no significant deficiencies in internal control over major federal award programs (i.e. Title I — Improving Basic Programs, ARRA, Title II, Title III).

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

- PAACS Audit for FY Ending June 30, 2011

Citations and follow-up actions for any State Audit Report

Not applicable. Pan American Academy Charter School did not have a state audit in 2011-12.

SECTION VII. FACILITY RESPONSIBILITIES

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

On September 16, 2011, the groundbreaking ceremony was held for the Congreso Education and Training Center at 2830 North American Street, Philadelphia, PA 19133. Attended by Mayor Michael Nutter, the ceremony celebrated the beginning of construction of Pan American Charter School's new home. On, June 30, 2012, the first phase of school's move took place, followed by the second phase on July 6, 2012. The school will be fully relocated into the new building by mid-August and ready for our 717 K-8 students next month.

While the school's new facility was under construction in 2011-12, the school entered into a one-year lease extension with the School District of Philadelphia and continued to operate at the former site of the William H. Hunter School (one of Philadelphia's oldest school buildings) at 126-136 W. Dauphin Street, Philadelphia, 19133. However, additional rental expenses had to be incurred to accommodate our student growth, which included adding 7th grade and 115 new students. As such, in 2011-12, we had expenditures for installation, rental, and removal of mobile classroom units. We also purchased lockers for our middle school students.

At the same time that they were making minor capital investments at the old facility, the school was making investments in the new facility to insure that the building would be ready for students in fall 2012. These capital expenditures for the new site incurred during 2011-12 included:

- \$61K for playground and cabling.
- \$23K for machinery and equipment toward new telephone system.
- \$377K for technology related expenses.
- \$65K for furniture and fixtures.

Future Facility Plans and Other Capital Needs

As mentioned above, Pan American Academy Charter School will be fully operating out of its new facility at 2830 North American Street by mid-August. The facility is a \$15 million newly constructed three-story, 60,000 sq. foot building on 1.5 acres of land. The building will be a state-of-the-art educational facility (including extensive integration of educational technologies) with a capacity for 717 students. The facility includes regular and special education classrooms, administrative offices, a cafeteria (cafeteria/auditorium), computer labs, and an art room with kiln. Both the new facility and our expansion to 8th grade and to 717 students have necessitated a significant budget for capital expenditures in 2012-13. The school has budgeted over \$1.5 million on capital expenditures, of which over \$354K will be reimbursable through the USAC Schools and Libraries Program (i.e. E-Rate) or another secured funding source. Highlights of our capital budget include:

- \$525K in technology related expenses including desktops, mobile laptop carts, network equipment and installation, software licenses, interactive e-boards and response devices, and training.
- \$61K in telephone system (VOIP Network) equipment and installation.
- \$20K in speaker system.
- \$65K in security equipment, installation, and annual monitoring.
- \$175K in playground and science garden (funded in large part through a grant with Lowe's).
- \$440K in furniture.
- \$106K in specialized equipment for art program, science program, library, and music room/choral program.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Fire & Safety

Pan American Academy complies with 24 P.S. §15-1517 with regard to holding fire drills not less than once a month. Each classroom has posted directions in case of a fire and all classes have had training on what to do in case of a fire or other incidences. Specifically, Pan American teachers are trained to follow the fire drill procedures below:

- At the beginning of each school year familiarize your students with the directions for evacuation posted in each teaching station. Remind students that a quiet atmosphere must be maintained so that emergency instructions from the teacher and/or the public address system may be heard and panic avoided. The cooperation of students is essential. Students should be instructed to walk close to corridor walls keeping an emergency center path open. They are to be moved at least 100 feet away from the building.
- At the sound of the fire alarm everyone is to evacuate the building following the Fire Escape Plan posted in each room. Students are to move quickly, quietly, and in an orderly manner to the designated area at least 100 feet away from the building. All streets and roadways must be kept clear so that emergency vehicle will not be blocked.
- Upon leaving the rooms close all windows and turn out the lights. The last person leaving the room should close the classroom door.
- If the exit designated by the Fire Escape Plan for your class is blocked, use your judgment in leading students to the nearest safe exit.
- Teachers are to bring attendance sheet with them in order to account for the students in their class. Each teacher is responsible for the supervision of his/her students outside the building and during transit.
- Upon the signal to return to the building, direct students to return to class quickly, quietly, and in an orderly fashion.

A copy of Pan American's 2011-12 Certification of Fulfillment of Fire Drill and School Bus Evacuation Drill Requirements (PDE-4101) is attached to this report.

Health & Wellness

Wellness Center: Recognizing the need for coordinated wellness services for our students and their families, Pan American partnered with Congreso and the National Nursing Centers Consortium (NNCS) to launch an unprecedented school-based health center model in 2010-11. The ultimate goal of the Pan American Wellness Center, which operated for a second year in 2011-12, is to improve the health outcomes of the students by increasing access to health care providers, which will reduce the amount of time students spend out of school related to poor health status. It is also expected that the easy access to primary care and illness prevention will remove the need for these children and their parents to rely on emergency rooms as a source of primary care.

The Wellness Center is a unique model for primary care in that it places a primary care nurse practitioner in direct access to the children, eliminating the barriers of transportation, travel and removal from school. Through the use of nurse practitioners and the nursing model, the center provides holistic care for the children by not only addressing their medical needs, but by also addressing behavioral health needs, providing health and wellness education, and ensuring disease prevention. The Wellness Center provides a number of services to the students including

primary care services, dental services, vision services, behavioral health services, health and wellness education, and professional development.

- **Primary Care Services**, including medication management and prescribing, screenings for common chronic conditions, and required immunization administration to students with parental/guardian consent. The Wellness Center is staffed by four part-time nurse practitioners (1 certified school nurse and 3 with school nurse emergency certification), with 1-2 nurses on staff per day.
- **Dental Services** on an ad hoc basis through St. Christopher's Hospital for Children's Ronald McDonald Dental Van and Project Smiles.
- **Vision Services** provided through The Wills Eye Institute and Eagles Eye Mobile.
- **Behavioral Health Services** facilitated by the nurse practitioners if needed.
- **Health and Wellness Education** provided to the students and teachers of Pan American through monthly thematic education on topics such as asthma/allergies, smoking, allied health careers, environmental issues, nutrition, seatbelts, diabetes and more. The Open Airways program will be implemented by the Temple University nursing students utilizing information from the American Lung Association.
- **Professional Development** offered for Pan American educators in the form of health education training and will be carried out by the nurse practitioners.

Through the Wellness Center we have been able to provide valuable and high interest family programming, including a school health fair organized by Temple University nursing students and faculty and a Family Fun Night focusing on obesity prevention. The Wellness Center also produces a bilingual monthly newsletter, which addresses specific health concerns and nutrition topics and is distributed to Pan American's families.

For 2012-13, Pan American hopes to launch school-based mental health services through a partnership with Congreso.

Health Schools, Healthy Kids Grant: Health problems connected to bad eating habits are beginning to affect children at an earlier age. It is important to create a healthy school because this is where young children spend most of their time and where they learn many life skills. By teaching our kids how to live a healthy life in school with a special program, we give our kids the skills to take home what they teach; creating not just healthier kids, but also healthier families and communities. As mentioned previously, Pan American was a sub-grantee through Congreso in a Johnson and Johnson Healthy Schools, Healthy Kids grant. Through this program Pan American will adapt the Coordinated Approach to Child Health (CATCH) program curriculum, which is a nationally recognized curriculum that has been implemented in 22 states. The program began in March 2011 with 3rd grade students and families and operated in 2011-12 for grades 3-5 and their families. The final year of the grant program is 2013-14. With Healthy Kids, Healthy Schools; students participate in physical activity classes and nutrition lessons using the CATCH curriculum. This program also includes Pan American families with take-home activities and Fun Nights. The program is custom-made for the kids of Pan American, living in the surrounding communities. We are really trying to give our children the tools to take what they learn in the classroom home and keep up with the healthy habits their whole life. Implemented by a part-time health educator from Congreso, Pan American's physical education teacher, and the Wellness Center team, this program includes:

- Implementing four rounds of the curriculum over the program’s duration in grades 3-5 that will contain:
 - Classroom nutrition and physical education sessions using the CATCH curriculum.
 - Employ education strategies such as individual practice, cooperative learning groups, large group discussions, educational games, media, skill-building activities, goal setting and reinforcement
 - Primary focus of the curriculum will be on nutrition but there will be some physical activities as well
 - Physical activity lesson plans will include activities for indoors and outdoors, as well as teaching activities students can do at home
- Parent Newsletters through the Wellness Center
- Family Fun Nights

Through this program, we are expecting our students to make healthier food choices inside and outside of school. We also hope that our kids will be more active, spending more time running around. It is also expected that the entire family gets in on the action through Family Fun Nights, at-home assignments and family activities. Eventually, we hope this program will make the entire Pan American community a healthier community.

Immunization: Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains physical, copy of immunization records, screening results, pupil medical history, emergency contact form, any professional observations, progress notes, problem list with follow up, copy of any nursing care visits, medical administrative release forms, and doctors’ prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room at Pan American in a locked file cabinet, available to the nursing staff and is the property of the charter school. Records are reviewed every month by our certified school nurse(s) to maintain accuracy. The nursing staff and comply with all federal, state and local law, rules and regulations regarding the confidentiality of medical records created by it or its employees or contractors.

School Health Reporting: The Pennsylvania Department of Health’s “Request for Reimbursement and Report of School Health Services” for 2011-12 must be submitted to the Pennsylvania Department of Health’s Division of School Health in by September 30, 2012. A copy of the filed report will be provided to PDE and the School District of Philadelphia upon request during the annual report review. A copy of our 2010-11 report is attached in the interim.

Wellness Policy: Finally, Pan American is committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, Pan American has developed and is implementing a School Wellness Policy. A copy of this policy is attached to this report.

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

- Pan American Request for Reimbursement and Report of School Health Services 2010-11
- PAACS SHARRS Payment Voucher 2010-11
- PAACS WELLNESS POLICY
- PAACS PDE-4101 Fire Drill Certification 2011-12

Current School Insurance Coverage Policies and Programs

For the 2011-12 school year, Pan American Academy Charter School procured liability insurance coverage through the insurance brokerage firm Willis of Pennsylvania, Inc. as follows:

- Educators' professional legal liability — \$1,000,000 per claim /\$1,000,000 aggregate
- Commercial general liability — \$1,000,000 each occurrence/ \$3,000,000 aggregate
- Products-completed operations aggregate — \$3,000,000
- Personal & advertising injury — \$1,000,000
- Damage to rented premises — \$100,000
- Medical expense (any one person) — \$5,000
- Automobile liability — \$1,000,000
- Excess liability/umbrella — \$5,000,000 occurrence/ \$5,000,000 aggregate
- Workers compensation & employers' liability — \$500,000
- Directors & Officers Liability — \$1,000,000

A copy of the 2011-12 ACORD Certificate of Liability Insurance, valid through October 10, 2012, is attached to this report. A new ACORD Certificate will be available upon renewal of our policy in October.

Pan American provides its employees and their families with major medical and health care coverage, dental care coverage, short-term disability, long-term disability, and life insurance. Personal health insurance is provided in compliance with 24 P.S. § 17-1724A (d) (i.e. every employee of the school is provided with the same level of health care benefits as the employee would receive if he or she were an employee of the School District of Philadelphia).

In 2011-12, two medical insurance options were available to Pan American employees a follows:

- **Independence Blue Cross Keystone HMOFlex Plan** — There is \$10 co-pay for primary care physicians and \$20 co-pay for specialists. In-patient hospital services are covered 100% for unlimited inpatient hospital days. All services are directed by the employee's named primary care physician. There is a prescription card with a \$10 co-pay for generic drugs on the formulary list, \$20 co-pay for brand name drugs on the formulary list and a \$35 co-pay for any drug not on the formulary list. In addition, there is a \$100 vision benefit through Davis Vision for glasses or contact lenses once every 24 months. Pan American Academy also has a Health Reimbursement Arrangement (HRA) to help minimize out-of-pocket-costs incurred by employees and/or their families, whereby the school reimburses the employee for deductibles related to inpatient hospital stays (including maternity), inpatient mental health care hospital stays, and outpatient surgeries.
- **Independence Blue Cross Personal Choice Flex Plan** — Employees have the option of "buying up" to this plan by paying the difference in monthly premium by payroll

deduction. The level of benefits in this plan is identical to the HMO above, however, there is no need for the employee to name a primary care physician and they can always self-refer.

Dental coverage was provided with Met United Concordia Concordia Flex. Preventive services (cleanings and checkups) are paid at 100% with no deductible or co-insurance. After a \$50 calendar year deductible, basic treatment (fillings, endodontic, periodontic) is paid at 80%. Major work (crowns and bridges) are paid at 50%. There is a \$1,000 calendar year maximum.

A \$50,000 life insurance policy is provided to our regular full-time employees, along with short-term and long-term disability coverage. We also offer various supplemental insurance policies to our employees via Colonial Life Insurance.

As of the time of submission of this report, we do not plan to alter our coverage or carriers for 2012-13.

Current School Insurance Coverage Policies and Programs - Attachment

- PAACS 2011-2012 ACORD Statement of Liability Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2011-12 was Pan American Academy Charter School's fourth year of operation. The school began the year with 38 professional staff members (including 5 new positions for 2011-12). Of the 33 professional staff members who were employed by Pan American at the close of the school year, 28 (85%) returned for the 2011-12 school year. All 38 professional staff members stayed with Pan American for the entire 2011-12 school year. Of the 40 staff professional staff members who ended the school year with Pan American in 2011-12, 34 (85%) are anticipated to return for 2012-13.

This is our second year of 85% teacher retention from year to year. In our charter we state student attrition as a measurement of student and parent satisfaction and set the goal for 90% student retention. Similarly, we believe that low staff attrition is evidence of staff satisfaction. The stability of our staff in our first years of operation is a testament to the quality of our program and the professional learning community we have cultivated. Additionally, Pan American Academy Charter School is striving to recruit teachers who are HQT, PA certified, and bi-lingual. As such, teachers who fail to meet our high standards for certification within an established timeframe are not being asked to return to the school. This has accounted for some staff turnover during our first years of operation.

In 2011-12, 83.59% of our professional staff possessed valid Pennsylvania certification, exceeding the 75% certification requirement for charter schools. Additionally, 95% of our core content staff were HQT in 2011-12. The one exception was a middle school teacher who, due to the small size of our middle school program in 2011-12, was assigned to math in 6th and 7th

grades. She was not HQT in the mid-level math portion. As our middle school program is expanding in 2012-13, she is being reassigned to teach only 6th grade and a new middle grades math staff member will be hired.

Quality of Teaching and Other Staff - Attachments

- PAACS PDE-414 2011-12
- PAACS PIMS HQT Course, Course Instructor, & Course Enrollment ACS 2011-12
- PAACS PIMS LEA Staff Profile ACS 2011-12

Student Enrollment

Based on Pan American's mission that champions inclusion and an embracing of differences, the school seeks to admit a diverse group of students. The founders are making every effort to recruit students from the neighborhoods near the school's facility, as well as from throughout the city, in order to have a diverse student body which reflects the rich cultures and myriad of perspectives that shape the world in which the students live. To ensure that all eligible students and families will have the opportunity to attend Pan American, the facility will be accessible to all and will meet all requirements outlined by the city and the commonwealth.

In the admission of students, Pan American Academy Charter School complies with § 17-1723-A of the Charter School Law (Act 22). Specifically, the charter school is open to all resident children in the Commonwealth of Pennsylvania. If more students apply to the charter school than the number of attendance slots available, then students are selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline. However, preference is given in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. First preference is given to students who reside in the School District of Philadelphia. Furthermore, pursuant to the terms of our charter with the School District of Philadelphia, preference in admission is given to students residing in a catchment area defined in our charter.

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

For the upcoming 2012-13 school year, the number of applicants exceeded the number of available seats in the school. As such, a lottery was held on February 22, 2012, which was witnessed by Ms. Melanie Reiser of OmniVest Management, LLC. A copy of Pan American's Admissions Policy is attached to this report.

- **If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.**

For 2011-12, only students who would be 5 years-old by September 1, 2011 were considered for enrollment in the school.

- **Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.**

	Initial enrollment	Number dropped	Number added	Year End
K	105	20	14	99
1	53	10	7	50
2	74	8	10	76
3	65	6	2	61
4	52	7	5	50
5	52	1	3	54
6	48	8	4	44
7	45	3	0	42
Total	494	63	45	476

Our attrition rate in 2011-12 was 12.78%, which was higher than in years past. However, many of these withdrawals were due to students relocating outside of the state.

Please note that the school under-enrolled (based on our charter enrollment allocation of 633 students in Year 4) due to space limitations in our current facility and our desire to start small and grow our program. We will fully enroll at 717 students for 2012-13.

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

Of the 476 students who completed the 2011-12 school year, 468 (98.1%) are currently enrolled to return in September 2012. In our charter we state student attrition as a measurement of student and parent satisfaction and set the goal for 90% student retention. For the fourth consecutive year, we have exceeded our target.

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

Of the 63 withdrawals, 62 left voluntarily. There was one expulsion in 2011-12.

Student Enrollment - Attachment

- PAACS Admissions Policy

Transportation

In 2011-12, the School District of Philadelphia provided transportation to our students in grades 1-7 who reside in the City of Philadelphia and meet the following criteria for eligibility:

- Be designated by the Division of Special Education as a student in a Special Education class, who requires transport to get to and from school.
- Live more than one and a half miles from his/her school and a participant in the voluntary School Desegregation Program of the School District of Philadelphia.
- Enrolled in grade one and above, and live one and a half miles, or further from the assigned school.
- Possess an exceptionality or severity of physical disability.

Of the 73 students with disabilities enrolled at Pan American in 2011-12, one student required specialized transportation services to the Approved Private School as a related service in the IEP. Pan American understands that any Pan American student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that a specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, Pan American will provide this service at the school's expense.

Food Service Program

Numerous scientific studies have suggested a strong link between child nutrition and learning in school. Unfortunately, only 2% of students (ages 2 to 19 years) eat a healthy diet, consistent with the five main recommendations from the food guide pyramid. As stated previously, Pan American is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Pan American's participation in the National School Lunch Program and School Breakfast Program is central to implementing our wellness policy and mitigating any nutritional barriers to learning.

At Pan American, all students are eligible to participate in the federal meals programs. 93.5% of our students qualified for free or reduced price meals in 2011-12. Students are also permitted to bring their own lunches to school.

In an effort to improve our food services program, Pan American Academy switched food providers in 2011-12, partnering with Nutritional Development Services (NDS). Nutritional Development Services (part of the Archdiocese of Philadelphia) provides federally-funded programs that provide free, reduced, or reasonably priced meals to children at schools, child care centers, after-school programs, summer camps, and other agencies. Pan American will participate in both the breakfast and lunch programs sponsored by NDS.

At NDS, breakfast is intended to provide children with 1/4 of the calories, vitamins, and minerals they need for the day. Fat is kept low by offering low or no-fat milk. Only 100% juice is served. Whole grains are used whenever possible. The menu includes items such as a fortified cereal, muffin, or bagel, 100% juice, and milk. Items are pre-packaged for food safety and for easy service. Children are required to take at least 2 of the 3 items offered each day. Once a week,

schools can choose to serve a hot breakfast. Meals are delivered to the school every other school day.

NDS lunch is intended to provide children with 1/3 of the calories, vitamins, and minerals they need for the day. Fat is kept low by offering low or no-fat milk. Only 100% juice is served. Whole grains are used whenever possible. The nutritional menu includes items such as meat, vegetables, baked items and milk. Items are pre-packaged for food safety and for easy service. Children are required to take at least 3 of the 5 items offered each day. Meals are delivered to the school every other school day.

Student Conduct

a) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

To foster a climate of academic excellence, Pan American has drafted a clear description of the positive behaviors and attitudes Pan American students must exhibit. These expectations are stated in the Code of Conduct and written handbook, and “No Excuses” language also permeates every student and family’s introduction to Pan American. The Pan American handbook details prohibitions and clearly spells out consequences. Accompanying this strictness is a commitment to disciplinary interactions that are always respectful and viewed as learning opportunities.

Student Expectations:

Our school-wide learning goals provide children with a consistent system of behavior management that is used throughout the school. These learning goals include:

- I am learning from my mistakes.
- I follow school and class rules.
- I complete my work on time.
- I am respectful and considerate of other people.
- I am learning and improving my skills.
- I ask questions when I need help.
- I accept responsibility for my own behavior.
- I am a cooperative citizen of my school.

The general class/school rules/expectations are:

- Come to school prepared every day.
- Follow directions the first time given.
- Be responsible for your work and actions.
- Think and act in a positive manner.
- Respect yourself and others.

Specific student expectations and responsibilities include:

- Attendance — Students are expected to arrive on time for class and to strive for perfect attendance. Lateness to class is not excusable and repeated lateness may result in disciplinary action and possible expulsion.
- Students are expected to follow ALL school rules and procedures.
- Students are expected to behave in a courteous and peaceful manner toward staff, visitors, and other students.
- We expect our students to be proud of their school.
- Honesty and courtesy are expected at all times.
- Completion of ALL assignments is expected as is striving for academic excellence.
- Improvement of performance upon notice of unsatisfactory progress is expected.
- Students are expected to practice good sportsmanship.
- Fighting with peers or others to inflict harm will be treated with Zero Tolerance and may result in immediate suspension and/or exclusion from school activities and even possible expulsion.
- Students are expected to refrain from the use of illegal drugs, alcohol, as well as the possession, concealment, or use of illegal weapons.
- Respect the rights of your peers and others.
- Set a good example and contribute to fostering a positive learning environment.
- Always seek positive assistance from others to prevent or resolve conflicts.
- Report any incidents or activities that may threaten someone or disrupt the school environment to your teacher, principal, and/or parents.

Due Process:

Pan American’s disciplinary process was developed with the assistance of its legal counsel to ensure compliance with Chapters 12 and 13 of the Public School Code. Specific attention has been given to ensuring due process for special education and regular education students facing suspension of 4-10 days or expulsion. Our due process procedures follow below:

Due Process for Informal Suspension Hearings

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

The steps below are followed to ensure due process:

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

Due Process Expulsion Procedures

A Board decision is required to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except; if it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals, or welfare of others and if it not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

The steps below are followed to ensure due process:

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

Description of the Due Process Hearing

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

The School's and the student's representatives shall have the right to examine and cross-examine witnesses; the student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross examination; the charter school has the burden of proving the charges by a preponderance of credible evidence; a transcript of the proceedings shall be maintained and made available to the student's representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.

The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

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

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

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

The Hearing Officer, upon the conclusion of the portion of the proceeding dealing with penalty determinations, shall make findings of fact and penalty recommendations, if any, to the person or body which designated him/her immediately upon the conclusion of the long-term suspension hearing.

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

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

Discipline of Special Education Students

Please note that all students are expected to abide by the Pan American Code of Conduct. And, in accordance with Pennsylvania law, all students at Pan American (including special education students) are protected by due process procedures regarding disciplinary exclusions. However, Pan American first determines, when considering a disciplinary exclusion of any student, whether the student is an eligible student under 22 Pa. Code Section 14.1. If the student is an eligible student, then Pan American determines whether the disciplinary exclusion being contemplated is a change in educational placement. If we determine that the disciplinary exclusion being contemplated does constitute a change in educational placement, Pan American follows the requirements of 22 Pa. Code Chapters 14 and 342 and IDEA 2004,

including requirements for manifestation determinations, functional behavior assessments, and positive behavior support plans.

b) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

In 2011-12, 40 students (representing 8.4% of our population) were involved in 121 suspensions. This is similar to the past two years, when 8.3% and 8.8% of our population respectively were suspended. The ability to maintain this relatively low level of disciplinary incidents is due, in large part to the implementation of comprehensive student services supports, including an active CSAP team.

However, there was a rise in the number of suspensions from 57 in 2010-11. This is due, in large part, to the school's inability to offer in-school suspensions as an alternative disciplinary consequence and intervention due to space limitations in 2011-12.

As the school has relocated to a more sizable facility for 2012-13 and more fully implements the School Wide Positive Behavioral Support program mentioned above, we anticipate a reduction in both the number of incidents resulting in out-of-school suspension and the percentage of our student body involved in these incidents.

Additionally, as mentioned previously, Pan American partnered with Arcadia University during the 2011-2012 school year to begin the implementation of School Wide Positive Behavioral Support, a three tiered support system for all students. SWPBS is a framework for implementing a continuum of evidenced based interventions to support academic achievement, and behaviorally essential outcomes for students. Pan American created a core team to develop and implement universal supports for all students at tier one. The core team consisted of administrators, teachers, psychologists, and support staff that met bi-monthly to build tier one support for all students as a result of analyzing school wide academic and behavioral data. Pan American's teachers use cheetah paws to support positive outcomes and celebrate student strengths within a framework that says "We CARE" — Compassionate, Accountable, Respectful, Engaged. Parents are aware of SWPBS and are encouraged to supplement in the home. All staff members use the SWPBS system to promote academic and behavioral success for students in all settings. Arcadia University was instrumental in providing professional development, facilitation, and resources to support and assess the charter school's progress. Pan American will develop another core team to begin the work at tier two to create and implement tier two interventions for students at the next level of assistance. Arcadia University will continue to partner and to support Pan American during this process and remains committed to developing this partnership to its completion. We believe that the full implementation of SWPBS will also yield a decrease in disciplinary incidents.

There was one expulsion in 2011-12. Per the School District of Philadelphia's request, information on this expulsion is attached to the report.

Copies of Pan American's Code of Conduct (excerpted from the Parent/Student Handbook) and the 2011-12 Safe Schools Report submitted through PIMS are attached to this report.

Student Conduct - Attachments

- PAACS Code of Conduct 2011-12 (From Student Handbook)
- PAACS Expulsion List 2011-12
- PAACS - SAFE SCHOOLS ACS 2011-2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Pan American Academy 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 Pan American Academy 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: Ms. Wanda Novales **Title:** CEO
Phone: 215-425-1212 **Fax:** 215-423-0871
E-mail: wnovales@panamcs.org

Signature of the Chief Executive Officer and Date

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

Name: Mr. Nicholas Torres **Title:** Board Chair
Phone: 215-425-1212 **Fax:** 215-423-0871
E-mail: ntorres@panamcs.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Ms. Lydia Jerchau **Title:** Director of Special Education & Student Services
Phone: 215-425-1212 **Fax:** 215-423-0871
E-mail: ljerchau@panamcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- PAACS Annual Report Signature Pages 2011-12