
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: Thursday, December 15, 2011)

Entity: People for People CS
Address: 800 N. Broad St
Philadelphia, PA 19130

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: People for People CS

Date of Local Chartering School Board/PDE Approval: March 2000 (Original Charter) /June 2010 (Current Renewal Term)

Length of Charter: 5 years **Opening Date:** August 2001

Grade Level: K-8 **Hours of Operation:** 7:30 a.m. to 4:00 p.m.

Percentage of Certified Staff: 83% **Total Instructional Staff:** 40 teachers

Student/Teacher Ratio: 1:19 (student:classroom teacher) 1:13 (student:adult) including special education, reading/math specialists, and specials **Student Waiting List:** 190 (5/7/2012)

Attendance Rate/Percentage: 92.87%

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

Summary Data Part II

Enrollment: 527 (ADM) **Per Pupil Subsidy:** \$8,773 (for regular ed), \$19,422 (special ed.)

Student Profile

American Indian/Alaskan Native:	0.50%
Asian/Pacific Islander:	0.16%
Black (Non-Hispanic):	96.10%
Hispanic:	2.54%
White (Non-Hispanic):	0.00%
Multicultural:	0.67%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
80.1%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 92

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	178	179	179	0	179
Instructional Hours	0	0	1220	1420.75	1420.75	0	1398.44

SECTION I. EXECUTIVE SUMMARY

Educational Community

The People for People Charter School is a K-8 urban charter school in North Central Philadelphia. Founded in 2001, PFPCS will begin its twelfth year of operation in September 2012. PFPCS provides a rigorous academic program with an entrepreneurship theme to 540 students each year. Our student body is predominately African American (96.16%), entirely native English speakers, and overwhelmingly from low-income families (80.1% of our students qualify for free and reduced price lunch). We also serve a significant special needs population; 17.46% of our students have an Individualized Education Plan (IEP). In 2010, PFPCS successfully applied for and was granted a second five-year renewal term.

Mission

The underlying purpose of The People For People Charter School is to equip students in grades K-8 with a challenging educational program in which the fundamentals of entrepreneurship will be a primary focus. Economic, community, and career education will be integrated into all

subject areas throughout all grades. Students will acquire necessary knowledge, skills, and interests through a highly experiential program that will prepare them to take responsibility for their own lives and to participate in their communities.

Vision

PFPCS is located in North Central Philadelphia in an area characterized by pervasive poverty, which fosters a high crime rate, high unemployment figures, drug and alcohol abuse, poor housing conditions, closed businesses, and single-parent households. PFPCS was founded to serve as the educational arm of People for People, Inc. — a community development corporation devoted to breaking the vicious cycle of poverty in the lives of North Central Philadelphia residents by providing them with positive alternatives to gangs, drugs, welfare and crime. In founding the PFPCS, Rev. Dr. Herbert H. Lusk, II, envisioned a community school that would provide the educational component to a comprehensive community development strategy. The school would be a center of academic excellence and an incubator for young entrepreneurs and civic leaders.

Shared Values

PFPCS believes that the most effective and lasting answer to alleviating the above-mentioned community problems, turning around the neighborhood, and giving our students a better chance to succeed, is to provide a strong educational foundation infused with economic, career, social and community development skills. By the time our students graduate from the eighth grade they should:

- Demonstrate proficiency in all content areas — mathematics, language arts, social studies, science, arts, technology, health education, and foreign language.
- Understand basic economics and entrepreneurship.
- Have an understanding of the variety of careers available to them.
- Possess the knowledge, thinking skills, self-awareness, and interpersonal skills they need to participate responsibly in their homes, community, and in the marketplace.
- Be self-directed and motivated citizens who will help create a more positive environment.
- Be motivated to become life-long learners.

Academic Standards

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

Specifically, PFPCS provides students instruction needed to attain the elementary and middle school level standards in the following areas:

- **Reading, Writing, Speaking, and Listening:** Students will learn to read independently; read critically in all content areas; read, analyze, and interpret literature; produce different types of writing at a high quality level; demonstrate speaking and listening skills; understand the characteristics and function of the English language; and conduct research.
- **Mathematics:** Students will understand the following concepts: numbers, number systems, and number relationships; computation and estimation; measurement and estimation; mathematical

reasoning and connections, mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus.

- **Science and Technology:** Students will study and understand the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. In technology, students will study the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies.
- **Environment and Ecology:** Students will understand the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management, and the development of laws and regulations.
- **History:** Students will study and understand the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.
- **Geography:** Students will study and understand relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.
- **Civics and Government:** Students will study and understand United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.
- **Economics:** Students will study and understand how individuals and societies choose to use resources to produce, distribute and consume goods and services. Students will also study and demonstrate knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.
- **Humanities:** Students will study dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.
- **Career Education and Work:** Students will understand career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Students will develop knowledge and skill in job-seeking and job-retaining skills.
- **Health, Safety and Physical Education:** Students will study concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.
- **Family and Consumer Science.** Students will understand the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

PFPCS assesses the attainment of these academic standards for the purpose of promotion and to develop strategies for assisting students to attain them. Assessment of these standards is accomplished in various ways including, but not limited to, state and local standardized tests (i.e., PSSA, Acuity); benchmark assessments tied to state standards (i.e. 4Sight, Study Island, curriculum unit tests); student performances, presentations, and research products; and student portfolios. Students with disabilities at PFPCS may attain these standards by completion of their Individualized Education Programs under the

Individuals with Disabilities Act. PFPCS provides assistance to those students having difficulty attaining these academic standards.

Strengths and Challenges

The 2011-12 school year was momentous for PFPCS, as the school received a major, three year, competitive School Improvement Grant (SIG) that has transformed the way that the school assesses its students and delivers high quality instruction at all grade levels. One of the fundamental elements of PFPCS’s SIG project is creating a culture of data-driven-decision-making, using intensive testing and feedback to teachers that allows tailoring of instruction particularly in math, reading, language arts and science. In past years, our school had little intra-year data to guide teacher, administrator, and academic coach decision-making, and most of our feedback came in July and August in the form of PSSA scores in Math, Reading and Science in the upper grades. More recently, we implemented 4Sight tests to provide more feedback, but these were focused on upper grades as well, and teachers were infrequently able to make use of the data.

In reflecting on the past year, we have identified the following strengths and areas of opportunities:

Strengths:

Making AYP — PFPCS is thrilled to announce that we made AYP for the second year in a row in 2011-2012 — exiting the school from School Improvement for the first year since 2009-2010! PFPCS students’ performance on the PSSA tests was higher for all categories than in most previous years, with the exception of last year (2010-11). The school’s improvement efforts made this year and cumulative efforts over the past five years have generated higher scores in the past 2 years. PFPCS students have made significant academic progress since 2008 in Math and Reading for the whole group of tested students and for the major subgroups. The school made full AYP status for 2012-13- making all of our AYP targets for the second year in a row. The table below shows PFPCS AYP results since 2006.

PFPCS AYP results, Current Charter Term (2005-06 to 2011-2012)

2012 Status	2011 Status	2010 Status	2009 Status	2008 Status	2007 Status	2006 Status
Made AYP	Making Progress (Made AYP)	School Improvement 1	Warning	Made AYP	Made AYP	Made AYP

Increasing Learning Time - The school increased learning time primarily by extending the school day to a 4:00 pm dismissal. We changed the start of the school day to a 7:25 bus arrival deadline, breakfast from 7:30 to 7:50, advisory from 7:50 to 8:00 and core instruction beginning at 8:00 am daily. The quantity of learning time was increased by moving to an 8.5 hour day (7:30 to 4:00) and exceeding 1,400 hours per year annualized. With math and reading taught earlier in the day for all students, there was a qualitative improvement as well. This school day transition occurred on October 31, 2011. Through the creative use of scheduling, core academic subjects

gained increased instructional time by getting a “double math” and “double reading.” The extended day model also afforded quality improvements through the introduction of a Tiered Educational Model with all students receiving whole group, small group (cross teaching with non-proficient student getting a 2nd reading period and math period) as well as individualized tutoring. In addition to the extended day for all students, additional learning opportunities are available for targeted students through Saturday School and our upcoming Summer School.

Effective Implementation of RTI — PFPCS worked extensively in 2011-2012 to make every minute of the increased learning time count. We believe that our full implementation of our Response to Intervention (RTI) process was one of our SIG strategies that is having the biggest impact on student achievement. RTI is used to expeditiously identify struggling learners and children at-risk for behavioral and social challenges at all three tiers. Teachers use weekly RTI assessments to track improvement for all students. Teachers receive professional development, enabling them to deliver “scientifically based,” instructional support to assure the strategic implementation of evidence-based practice, and regular monitoring of their own effectiveness.

Our RTI system has three tiers for assessment:

- Tier 1: Everyone — Universal assessments will be used to identify at-risk students, with an emphasis on children in the earlier grades.
- Tier 2: At-Risk Students — Students identified as needing moderate interventions through the universal screening in Tier 1 will receive these interventions and will be assessed for progress more frequently than the universal 3 times per year (typically 1-2 times per month).
- Tier 3: Intensive — Students identified as needing intensive supports through the universal screening in Tier 1 or in the ongoing progress monitoring (as well as all special education students) will be provided with interventions and will be assessed for progress most frequently (typically 1-2 times per week).

The RTI program ensures that we are providing the specialized instruction and supports that our diverse students needs. PFPCS employs two math instructors as well as three reading instructors to provide pull-in and push-out math and reading intervention to struggling students as part of our Coordinated Early Intervening Services. With the full implementation of RTI, PFPCS provides extensive small group instruction. During the enrichment block, students are grouped based on their academic and behavioral needs and the teachers as well as reading and math instructors provide targeted instruction to increase academic achievement.

Providing Effective High School Preparation - One of the most important transitions for PFPCS students is the passage from middle school to high school; this has a tremendous impact on their college preparedness and life outcomes. The People for People Charter School is committed to the academic future of every student. This includes ensuring that each student attains the appropriate high school placement. The school provides an extensive high school counseling program ensure that by the 8th grade, every student and family will have the information necessary to gain entrance into one of their preferred high school choices.

Counseling & Application Support: For 2012-13, PFPCS will be defining a role for an Academic Support Coordinator whose core responsibility will be to help students prepare for a successful transition to high school and college. Preparation starts in the 7th grade. Counselors work with students to discuss the School District’s list of high

schools to identify the schools in which they are interested. Then the counselors work with the students to determine what they will need to do to get into the schools they want. If the student needs to improve their academic performance, the school will ensure that they students receive the extra supplementary help they need to get their grades up. Counselors will schedule one-on-one meetings with parents and students to help set realistic expectations for 'reach', 'match', and 'safety' District and Charter Schools they should consider.

In the 8th grade, the counselors help students to pick the appropriate schools for application, take students to open houses at the schools they are interested in, and help students complete their applications early in the school year. The school maintains a file for each student, and makes sure they all have resumes and completed portfolios. The school also provides an open house for parents to ensure they are informed on the high school application process and provide any additional support they may need. Additionally, they will work with students to create a portfolio of summer, after school, church, and community programs for students to complete throughout the year to make them competitive applicants. PFPCS' goal is to ensure every student gets into one of their preferred high schools and is not just pushed into a neighborhood school.

Developing Young Professionals of Our Future: In 2011-2012, PFPCS contracted with Suie & Weaver Associates, Inc. to provide the "Developing Young Professionals of Our Future" seminar series for 7th and 8th grade students. Suie & Weaver Associates provides a warm and engaging atmosphere for student development by conducting brief but effective age appropriate presentation workshops introducing professional development, entrepreneurial and lifetime skills. Seminar topics include inter-personal skills, critical thinking and problem solving skills, effective communication (influence and negotiate), customer service, building and maintaining relationships/networking, time management, leadership skills, building a resume and cover letter, interviewing skills, proper attire and grooming, and how to obtain an internship. The strategically selected skills and topics provide lifetime skills that enable students to professionally interact in any social network.

Collegiate Scholar Academy: Consistent with PFPCS' long term goal of college readiness, the school has developed opportunities for students to be academically engaged on the weekends through Socratic Seminars and project based learning with a variety of teachers. In 2011-2012, PFPCS piloted a Collegiate Scholar Academy for students in grades 6-8 who show academic promise with the goal of increasing the students' preparedness for high school, college, and the professional world. The Scholar Academy started with approximately 60 students (through teacher recommendations and students who scored advanced and high proficient on the PSSA and benchmark exams). As word-of-mouth grew throughout the year, more students showed interest in attending. In 2012-13, PFPCS' Academic Coordinator will work to further build the capacity of the Scholar Academy in terms of teachers and programs offered.

The Scholar Academy meets on Saturdays throughout the school year for a combination of advanced academic support and college visits. To ensure students have the ability to get to the school, PFPCS communicates weekly with parents of Scholars to make sure they are aware of the upcoming program and provides subway tokens for

transportation. Scholars receive high quality instruction in small class from teachers with a diverse set of backgrounds and experiences. Teachers review class materials while introducing students to intellectually stimulating and rigorous concepts in a small class setting. Instructionally, students have the opportunity to receive additional support in the areas of Language Arts or Mathematics in a nontraditional setting similar to a high school course. Scholars are challenged while preparing for the PSSA. Additionally, Scholars attend field trips for college visits and interact with college students and professionals.

College-Going Culture: Even as a K-8 school, PFPCS understands the importance of cultivating a college-going culture amongst their students. One way in which the school does this is by having each classroom named after the teacher's alma mater and decorated with that school's paraphernalia.

Opportunities for Improvement

PFPCS believes in continuous analysis of the school program to ensure the most effective strategies are in place to improve student achievement. These are the opportunities for improvement identified in 2011-2012:

Effective Implementation and Integration - PFPCS installed and partially implemented a variety of new initiatives and programs this past academic year (RTI, 100 Book Challenge, CLI, Extended School Day, Enrichment Activities to name a few). It is critical at our current stage of implementation that the connection and integration of these initiatives become seamless. This will permit us to innovate within the framework of these programs as we institutionalize them and work on their sustainability.

Improving the Quality of Instruction - We will need to continue refining and improving the quality of instruction by keeping the focus on clear instructional standards and goals using evidence based strategies (including personal reflection on Instructional Goals/Standards, Reflection on Instructional Practice) - in a more systematic way.

Rigor - It is our experience that there are several myths about rigor, even within our teaching community. More homework and "doing more" does not equate to rigor. In our struggle to improve reading scores, we must increase our ability to infuse the critical reading strategies. Our strategies to strengthen rigor involve continuing our smaller learning communities, creating personalized learning opportunities, extending "socratic" inquiry based approaches. Anchored in Norman Webb's levels of cognitive complexity, we need to penetrate deeper into the scale of cognitive demand and align our instruction, curriculum and assessments accordingly. This will better enable our students to respond to the "higher order" thinking questions that they typically face on the PSSA.

Instructional Feedback - Another area for improvement is strengthening our culture of instructional feedback and refining our instructional model so that it is more efficient, focused and rigorous. We need to improve our support of teachers to ensure that it is both differentiated and aligned. We also need to improve our coaching (or job embedded

professional development) utilizing quick, targeted and formal observations blended within a balanced coaching paradigm that will include directed and responsive coaching.

Student Academic Skills - Summarizing and note taking are two critical academic skills that directly impact reading scores. A school-wide focus on teaching and targeting these two academic skills will be an integral part of our 2012-13 academic focus.

Improving our Professional Learning Community - It is essential that we build and foster an effective teacher learning community. Teachers talking to teachers in a trusting environment extends the continuum of self reflection. To be effective, we need better differentiation between "roles" of Administrators and Coaches.

Parent Engagement - Improving the engagement of parents is an ongoing process and remains a school priority. Engaging parents in a way that is continuous and in multiple settings is a new focus for us. We plan to reframe our approach to parent engagement with the intention of integrating it effectively into the culture and mission of the school.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The People for People Charter School has established a group of administrators, board members, teachers, parents, and business community members who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. PFPCS conducts a continuous strategic planning process, whereby assessments of our program are made and revisions adopted as necessary in the format of our Charter School Annual Report and in other strategic documents as required (e.g., Title I School Wide Plan, Professional Education Plan, Induction Plan, etc). The school's strategic planning team incorporates the feedback of parents, staff, and the community at every phase.

A charter school's renewal application serves as its five-year strategic plan. As such, the group reconvened formally in winter 2009 to begin thinking about the 2009-10 charter reauthorization process. The school contracted with two education consulting firms to assist in the development of our five-year plan. First, the school has contracted with Dr. Leroy Nunery of PlusUltré to hold strategic planning focus groups among PFPCS' various constituent groups (e.g., students, parents, staff, community partners, and Board). This open discussion on mission-critical issues served to inform the strategic planning committee as it made decisions on school design, programming, strengths and weaknesses, etc. Secondly, the strategic planning committee is contracted with Dr. Alexander Schuh to conduct a detailed analysis of the past five years of student performance data. This enabled us to describe the significant successes of the school as well as to define specific areas (grades, subjects, anchors) requiring targeted intervention in the upcoming charter term.

The successful five-year plan that was incorporated into our renewal plan was the end-product of a year-and-a-half of thoughtful collaboration and planning on the part of this strategic planning group. In 2010-2011 the group convened to continue to develop a Getting Results School Improvement Plan. During the application process the team performed a complete

analysis of current programs, polices, and activities were completed, including parent and community involvement. Furthermore, the school’s strategic planning committee worked together to complete a School Improvement Grant application and develop the school’s transformation model for school reform. Implementation of the School Improvement Grant requires ongoing evaluation of school operations as the school meets with PDE three times per year to ensure the grant is implemented with fidelity and must evaluate and revise the plan each year of the three year grant. As part of the grant’s efforts to reform the school, PFPCS will ask for parent feedback on school operations throughout the duration of the grant. Additionally, PFPCS will continue to implement an annual survey of students, parents, and teachers to both gauge the level of satisfaction with the program and to solicit feedback on the school’s strengths and areas of concern, recommendations for the upcoming year(s), and feedback on specific school initiatives (as needed).

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Allen, Gregory J.	People for People Charter School -- Director of Development	Administrator	Board of Trustees
Alston, Robbin	B.E.T.A. One, Inc.	Ed Specialist - School Psychologist	Board of Trustees
Bond, Jenece	People for People Charter School	Elementary School Teacher	PFPCS DOO
Chandler, Linda	People for People Charter School	Board Member	PFPCS Board of Trustees
Eglin, Robin	OmniVest Properties Management, LLC	Business Representative	Board of Trustees
Enicks, Kate	People for People Charter School	Elementary School Teacher	PFPCS DOO & Teachers
Lusk, Herbert H., II	People for People Charter School	Board Member	PFPCS Board of Trustees
Mazzola, Jasmine	People for People Charter School -- Special Education Coordinator	Administrator	Principal
McCarthy, Kimberly	People for People Charter School	Elementary School Teacher	DOO & Board
Montgomery, James	People for People Charter School	Middle School Teacher	PFPCS DOO & Teachers
Reiser, Melanie Burke	OmniVest Properties Management, LLC	Business Representative	PFPCS DOO
Schuh, Alexander	Frontier 21 Education Solutions	Other	Board of Trustees
Seebadri, Pri	People for People Charter School	Administrator	Board of Trustees
Sukran, Nihmal	People for People Charter School	Ed Specialist - Instructional Technology	PFPCS DOO
Thomas, Eugene	People for People Charter School -- Academic Coach	Special Education Teacher	Education Director
West, Donovan	People for People, Inc.	Community	PFPCS Board of

	Representative	Trustees
Williams, Andre C.	People for People Charter School -- Administrator Director of Operations	PFPCS Board of Trustees

Goals, Strategies and Activities

Goal: Improve Academic Achievement in Math and Reading

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

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

Strategy: Celebrate Student Success

Description: Student success will be celebrated in a variety of levels at PFPCS. Teachers will constantly work to promote a positive classroom culture that celebrates student improvement in academic performance, behavior, citizenship, and attendance.

Activity: Awards Ceremonies and Incentives for Achievement

Description: PFPCS holds awards assemblies to honor student achievements. PFPCS provides incentives and celebrations (e.g. JAMZ roller skating parties, middle school dances, PFPCS Carnival, field trips) to recognize strong PSSA results, good attendance, or good grades. The parents of the students are invited and strongly encouraged to join all of these events to share in the celebration of their student's success.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Call Home with Positive News

Description: Teachers call parents at home to notify them directly about a student who performs especially well on a benchmark exam and/or meets and exceeds behavior goals in class.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Display Student Work

Description: Student work is posted on classroom walls, displayed in hallways, and featured in the front office.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 7/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Identify Students in Need of Additional Support

Description: PFPCS will implement strategies to ensure all students in need of support are identified and properly diagnosed.

Activity: 4Sight Benchmarking

Description: PFPCS will administer 4Sight math benchmarking assessment 4 times annually and provide data to teachers electronically within one week. Data will be used to tailor instruction and provide needed interventions to students.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: ACUITY

Description: In 2011-12, ACUITY benchmarking tests were used to assess student growth in achievement of proficiency on the Pennsylvania Academic Standards in Math and Reading for students in Grades 3 to 8 from the beginning to the end of the school year. The benchmarks give

teachers a way to identify students who are not moving rapidly enough toward proficiency in order to achieve the standards by the time that the PSSA is given, so that they can adjust instructional strategies to focus on areas of need (down to individual objectives and “eligible content”). Information is provided regarding predicted PSSA proficiency in Math and Reading that can be viewed by grade, by class, and by individual student. This information is similar to the 4Sight exams that PFPCS used previously, but provides more information and can be linked directly to instructional strategies for individualizing teaching and learning.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: AIMSWeb

Description: For more regular feedback, teachers in grades K to 8 used tailored, Curriculum Based Measure (CBM) assessments with the AIMSWeb tracking software to group students needing similar levels of support and targeted skills. All of these changes required a major restructuring of the curriculum, the school day, the school year and the way in which teachers and administrators approached instruction.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Attendance Plus

Description: The school Counselor and front-desk personnel will fully utilize the Attendance Plus module of Rediker’s Administrator’s Plus Student Information System (SIS). This attendance management software enables PFPCS to track absence and tardiness data, notify parents of attendance problems, and run reports for the purpose of data analysis. This system allows for more uniform parent notification (i.e. letters can be automatically generated when student exceeds set tardiness or absence limits) and for the school to identify and try to remedy any student issues before they become dire through engaging parents.

Person Responsible Timeline for Implementation Resources

Sukran, Nihmal	Start: 7/1/2011	\$7,500.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Diagnostic Reading Assessments (DRA)

Description: PFPCS administers the Diagnostic Reading Assessment (DRA) to students three times a year to evaluate and document student reading abilities. Once the assessments are complete, teachers can use the information to differentiate instruction and create instructional groups.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Ongoing Progress Monitoring

Description: Testing and Data driven decision making are central aspect of academic life at PFPCS. The school's staff has worked diligently to adopt new forms of assessment and to incorporate that testing into programmatic decisions that help move each child closer to academic proficiency. The school uses the PA-standards linked 4Sight system benchmark assessment, the PSSA tests of academic proficiency, DRA reading tests from Scholastic, in addition to teachers' locally developed assessments.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Online Gradebook - GradeQuick

Description: All teaching staff will continue to use Edline's GradeQuick program, a web-based grade book system, to track student grades, develop interim and trimester student progress reports, and facilitate classroom, grade, and school-level decision making on academic instruction. Usage of GradeQuick provides teachers and administration instant access to student grades and assessment results.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 7/1/2011	\$2,315.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Implement a High-Quality Standards Based Curriculum

Description: People for People CS will implement a high-quality, standards-based Curriculum in Reading and Math.

Activity: 100 Book Challenge

Description: The 100 Book Challenge Program was also acquired and implemented school wide via SIG. Each middle school student reads at least 30 minutes during the day and 30 minutes an evening on their independent reading level through our 100 Book Challenge.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Criterion Writing Program

Description: A new writing curriculum (Criterion) was also purchased for the Middle School. The Criterion writing service is a Web-based application that evaluates a student's writing skills and within seconds provides score reporting and diagnostic feedback in the form of holistic score and diagnostic annotations within each essay that guides instruction.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Everyday Mathematics

Description: Corresponding with the School District of Philadelphia's Core Curriculum, PFPCS will implement Everyday Mathematics (K-5), a research-based and evidence-based program that promotes hands-on learning.

Person Responsible Timeline for Implementation Resources

Allen, Gregory J. Start: 9/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Message Time Plus

Description: In 2011-12, PFPCS implemented the Children’s Literacy Initiative’s Message Time Plus curriculum in grades K-3 and extensively in the Supplemental Learning Support Classrooms up to grade 5. Message Time Plus is a modeled writing and shared reading program for K-3 in which teachers create a message and then write it. Students watch and participate by making predictions. After the message is written, children come to the board and identify elements they know, such as letters, words, or punctuation, and their learning is then extended by the teacher through a mini-lesson targeted to each child’s needs.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri Start: 9/1/2011 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: School District of Philadelphia Core Curriculum

Description: Beginning 2006-2007, PFPCS will implement the School District of Philadelphia’s Core Curriculum for Reading and Math.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri Start: 9/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Increase Parent Involvement

Description: PFPCS will work to increase parent involvement in the school and students’ academic development.

Activity: Engage Parents in their Child’s Education

Description: PFPCS engages parents in the school’s activities in a variety of ways. The school

held a Back to School night at the beginning of the year, and parent/teacher conferences were held in the first and second trimesters. Additionally, the school sends frequent written communication to parents to keep parents abreast of disciplinary problems, upcoming events, standardized testing, academic support and enrichment programs, etc. The PFPCS Parent Teacher Organization (PTO), a parent - teacher group meets monthly to discuss issues pertaining to the educational program and Title I programs, student life, and fundraising.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Parent Information Resource Center

Description: One of the strategies of our transformation model of school improvement is to improve parent access to resources through the development of a Parent Information Resource Center. The school has a designated area that has been prepared and equipped with computers. This center is a place for parents to search for jobs, learn about community resources, and receive training on how to help their children with homework.

Person Responsible Timeline for Implementation Resources

Ivery, William	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Parent Involvement Coordinator

Description: In an effort to provide ongoing mechanisms for family and community support, PFPCS has hired a Parent Involvement Coordinator funded through SIG. This person provides family workshops on student behaviors, family workshops on academic interventions, family engagement through Saturday programs and celebrations of student achievements and progress.

Person Responsible Timeline for Implementation Resources

Ivery, William	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Parent Teacher Conferences

Description: PFPCS requires at least two parent/teachers conferences are held each year (with more provided as needed). The school ensures that conference times are flexible with afternoon and evening opportunities for working parents.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Prepare Students for High School

Description: One of the most important transitions for PFPCS students is the passage from middle school to high school; this has a tremendous impact on their college preparedness and life outcomes. The People for People Charter School is committed to the academic future of every student. This includes ensuring that each student attains the appropriate high school placement.

Activity: Collegiate Scholar Academy

Description: In 2011-2012, PFPCS piloted a Collegiate Scholar Academy for students in grades 6-8 who show academic promise with the goal of increasing the students' preparedness for high school, college, and the professional world. The Scholar Academy meets on Saturdays throughout the school year for a combination of advanced academic support and college visits.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 10/3/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Developing Young Professionals of Our Future

Description: In 2011-2012, PFPCS contracted with Suie & Weaver Associates, Inc. to provide the "Developing Young Professionals of Our Future" seminar series for 7th and 8th grade students. Suie & Weaver Associates provides a warm and engaging atmosphere for student development by conducting brief but effective age appropriate presentation workshops introducing professional development, entrepreneurial and lifetime skills.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Establish a College-Going Culture

Description: Even as a K-8 school, PFPCS understands the importance of cultivating a college-going culture amongst their students. One way in which the school does this is by having each classroom named after the teacher's alma mater and decorated with that school's paraphernalia.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: High School Preparation Counseling

Description: The school provides an extensive high school counseling program ensure that by the 8th grade, every student and family will have the information necessary to gain entrance into one of their preferred high school choices.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Transition Services

Description: PFPCS provides transition services to students with IEPs prior to high school. Special education students meet in groups of four on a weekly basis with a certified special education teacher to work on transition services. The transition services meetings focus on skills that will help these students succeed in high school including lessons on note-taking, long term planning, time management, participate in lessons on note-taking, long-term planning, time management, advocating for themselves (i.e. finding the special education coordinator in their new school and understanding their IEP and learning disability), building community skills (i.e. confidence, social skills, appropriate behaviors in a school setting, how to interact and make friends, etc.), and completing applications for high school.

Person Responsible Timeline for Implementation Resources

Mazzola, Jasmine	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Provide Adequate Support for Struggling Students

Description: PFPCS will provide comprehensive supports to students in need of additional support (special education students and those performing below proficient).

Activity: Differentiation of Instruction

Description: Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. Strategies and approaches for differentiating instruction are endless, and PFPCS implements several methods of differentiation including Smartboards, MaxSkill, Criterion, Listening Centers, and Measuring Up.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Enrichment Center Special

Description: During this class period students receive targeted instruction in math and reading using computer-based and teacher directed instruction. Based on data generated from 4-Sight and Study Island, each student receives lessons that address their specific skill level. All students at each level go into that (that's the RTI model).

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Extended School Year

Description: Some students with special needs are in jeopardy of not being able to retain the skills they have learned during the school year unless given additional support throughout the summer. Those students eligible for ESY receive an individualized program to support their learning and retention of skill throughout the summer holidays.

Person Responsible Timeline for Implementation Resources

Mazzola, Jasmine	Start: 6/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Homework Center & Homework Club

Description: During the enrichment block, students who have not completed their homework for the day are required to attend Homework Center to complete their homework (and receive assistance if needed). Homework Club is available for students who choose to do it over other enrichment activities where they can receive additional help with their homework.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Math & Reading Instructors provide individualized interventions

Description: PFPCS employs two math instructors as well as three reading instructors to provide pull-in and push-out math and reading intervention to struggling students as part of our Coordinated Early Intervening Services.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Message Time Plus

Description: In 2011-12, PFPCS implemented the Children’s Literacy Initiative’s Message Time Plus curriculum in grades K-3 and extensively in the Supplemental Learning Support Classrooms up to grade 5. Message Time Plus is a modeled writing and shared reading program for K-3 in which teachers create a message and then write it. Students watch and participate by making predictions. After the message is written, children come to the board and identify elements they know, such as letters, words, or punctuation, and their learning is then extended by the teacher through a mini-lesson targeted to each child’s needs.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: One-on-One Support

Description: Teachers are often available to provide one-on-one instruction to students. Teachers will meet with students during the enrichment period (homework center/club), and open their doors to students before school, during lunch, after school, and even on the weekends to provide help to students outside of what’s provided in the RTI targeted instruction.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Reading Horizons Intervention Program

Description: PFPCS will implement the Reading Horizons program as part of the Response to Intervention in grades K-8. The program offers online reading and literacy skill development that is both interactive and effective. The program is especially designed to remediate students who are struggling with phonics and decoding skills that limit their progress in the general education curriculum.

Person Responsible Timeline for Implementation Resources

Mazzola, Jasmine	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Response to Intervention

Description: RTI is used to expeditiously identify struggling learners and children at-risk for behavioral and social challenges at all three tiers. Teachers use weekly RTI assessments to track improvement for all students. Teachers receive professional development, enabling them to deliver “scientifically based,” instructional support to assure the strategic implementation of evidence-based practice, and regular monitoring of their own effectiveness. Our RTI system has three tiers for assessment: Tier 1: Everyone — Universal assessments will be used to identify at-risk students, with an emphasis on children in the earlier grades. Tier 2: At-Risk Students — Students identified as needing moderate interventions through the universal screening in Tier 1 will receive these interventions and will be assessed for progress more frequently than the universal 3 times per year (typically 1-2 times per month). Tier 3: Intensive — Students identified as needing intensive supports through the universal screening in Tier 1 or in the ongoing progress monitoring (as well as all special education students) will be provided with interventions and will be assessed for progress most frequently (typically 1-2 times per week).

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Saturday Enrichment Academy

Description: In 2011-2012, PFPCS continued to implement the Saturday Enrichment Academy. The program is offered year round with a preference for students who are achieving below level. Students in the program will receive special lessons on core subjects, participate in service projects, receive reading and math enrichment and excel through project-based learning.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Saxon Math

Description: The supplemental classrooms are utilizing Saxon Math to move children who are more than two years behind in math. Saxon Math is based on the teaching principles of incremental development, continual practice and review, and cumulative assessment.

Person Responsible Timeline for Implementation Resources

Mazzola, Jasmine Start: 9/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Student Assistance Program (SAP)

Description: The Student Assistance Program utilizes a multidisciplinary team and intervention system to remove educational and behavioral barriers, which interfere with student learning. The Student Assistance Program (SAP) identifies students having problems that are posing barriers to school success. SAP utilizes a professionally trained team, which includes school staff and liaisons from community agencies, to address students needs that may result from divorce, separation and step families; stressful life situations; death and grief issues; poor communication skills; low self image; difficulty getting along with others; establishing and maintaining friendships; and depression or other mental health problems.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2009	\$1,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Study Island

Description: The Study Island PSSA test preparation program used at PFPCS enables the school to compile real-time grade, class, and student level data reports which can be used by teachers to target instruction. Prior to the PSSA, PFPCS employed a Study Island teacher who coordinated the use of Study Island data and reporting. Using Study Island Administrator, we created classes for math and English, tested and reported on the various PSSA topics. Administrator has the ability to tweak problems to provide students with content specific to grade level or need. Students have the ability to interact with the PC or take paper-based tests. Study Island provided instant data on student progress towards proficiency with specific PSSA content.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Summer School

Description: Students who are at-risk of failing are required to attend a six-week summer session in which they are provided intense support in all core areas. Instruction is based on the student skill level determined by benchmark exams.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 6/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Targeted Instruction

Description: PFPCS employs two math instructors as well as three reading instructors to provide pull-in and push-out math and reading intervention to struggling students as part of our Coordinated Early Intervening Services. With the full implementation of RTI, PFPCS provides extensive small group instruction. During the enrichment block, students are grouped based on their academic and behavioral needs and the teachers as well as reading and math instructors provide targeted instruction to increase academic achievement.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Remove Barriers to Learning

Description: PFPCS will ensure programs are in place to address non-academic barriers to learning (i.e. attendance, discipline, personal issues, etc.).

Activity: Anti-Bullying Program

Description: People for People Charter School has an approved Bullying/Cyber-Bullying policy. This policy stresses the importance of a safe school environment for students to learn and achieve high academic standards. The school has several interventions in place to implement in the case of bullying including counseling, peer mediation, and parent meetings.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Attendance Monitoring & Truancy Intervention

Description: The school Counselor and front-desk personnel fully utilize the Attendance Plus module of Rediker's Administrator's Plus Student Information System (SIS). This attendance management software enables PFPCS to track absence and tardiness data, notify parents of attendance problems, and run reports for the purpose of data analysis. The school has developed attendance and truancy intervention protocol in order to: ensure adequate parent notification; identify barriers preventing the student from attending school, engage the parent in developing and implementing interventions to reduce those barriers; document all efforts and interventions, and work collaboratively with the School District of Philadelphia to improve student attendance.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Counseling

Description: PFPCS employs a social worker who provides individual or group counseling in such areas as personal and social development, educational planning and/or coping with specific life situations, or other social-emotional issues. The social worker is available for students throughout the school day including lunch hour, and students are welcome to approach her with any issues they may have. A certified special education teacher provides emotional and behavioral support counseling to students per their IEP requirements. Students are pulled out once, twice, or three times weekly based on their IEP and most are monitored on a daily behavior sheet (one on a weekly sheet). All data is graphed each trimester and goals are made on exhibiting positive behaviors, actions, and reactions.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Detention (Daily/Saturday) & In-School Suspension

Description: PFPCS runs a daily detention during the enrichment block for students who exceed the demerit threshold as well as immediately for certain infractions (repeated disruption of class, cheating on a quiz or exam, or cursing at a teacher). During daily detention, members of the

school's discipline team guide reflection and students write about what they can do differently and discuss the correct behaviors to exhibit. If a student receives five or more demerits in a week, they are required to attend Saturday Detentions, and three Saturday Detentions will lead to an in-school suspension with the school disciplinarian. PFPCS' goal is to promote positive behaviors as much as possible and disincentivize negative behavior without increasing out-of-school time (out of school suspensions).

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Discipline Plus

Description: PFPCS will fully utilize the Discipline Plus module of Rediker's Administrator's Plus Student Information System. This disciplinary management software enables PFPCS to document and track disciplinary incidents, maintain related records, notify parents of infractions, and produce reports, notices, forms, and other documents. Will allow for more uniform parent notification and ease in accessing records, in addition to allowing school to perform sophisticated and ongoing analysis of disciplinary issues. This system will enable better communication between Disciplinarian, teachers, administration, and School Counselor and limit redundancy. And by ease of access by multiple parties (in a secure environment), school will be able to more consistently implement discipline policy. Finally, Discipline Plus will allow the school to more easily and accurately complete the required Pennsylvania Department of Education school safety report (PIMS).

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 7/1/2011	\$4,500.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Eat Right Now

Description: PFPCS partners with the School District of Philadelphia to provide the EAT.RIGHT.NOW (ERN) program. ERN provides nutrition outreach programs and services to all public schools. ERN is based at the school and involves various levels of nutrition education.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Eatiquette Lunch Program

Description: In an effort to improve the quality of food served to students as well as the overall lunch experience, PFPCS has implemented the Eatiquette lunch program through the Vetri Foundation.

Person Responsible Timeline for Implementation Resources

Allen, Gregory J.	Start: 12/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: First Book

Description: PFPCS has partnered with First Book to provide over 2000 books to students in grades K-8. Kids are able to build their own libraries at home and parents learn additional strategies for reading to their children.

Person Responsible Timeline for Implementation Resources

Allen, Gregory J.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Home Visits

Description: People for People Charter School has identified a need to conduct home visits. While still in the planning/pilot stage, PFPCS has only made a couple of home visits in 2011-2012. The special education director and Director of Operations have completed home visits for students with and without IEPs for purposes such as poor attendance and for an IEP meeting.

Person Responsible Timeline for Implementation Resources

Mazzola, Jasmine	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Identifying Negative Discipline Trends

Description: The school's RTI process not only looks at student's academic trends, but also tracks student discipline and identifies any behavioral issues that may need to be addressed. Student data is analyzed weekly and the school's discipline team intervenes when negative trends are identified and works with parents to determine what can be done to curb the behavior before suspensions are necessary.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Merit/Demerit System

Description: PFPCS' merit/demerit is used to track student behavior. Students earn demerits by not following the MAPP values (Mindful, Achieving, Professional, and Prepared). Teachers must give a student a warning before giving a demerit and cannot give multiple demerits for the same infraction. Demerits have been incorporated into the discipline policy and if a student accumulates three demerits in one day must attend daily detention during the enrichment block.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Peer Mediation

Description: PFPCS runs a peer mediation program in which students work with the school disciplinarian or school social worker to resolve conflicts before they become larger issues. The goal of peer mediation is to reduce conflict and provide children with problem-solving skills. The conflicts that lend themselves to peer mediation include interpersonal disputes like friendship issues, verbal harassment, spreading rumors, physical aggression, or other bullying behaviors. Students can refer themselves or teachers can make referrals for peer mediation; disputants, however, must voluntarily participate.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Positive Behavior System

Description: Student success is celebrated on a variety of levels at PFPCS. We abide by a school-wide set of core values: Mindful, Achieving, Professional, Prepared (MAPP). These core values center on respectful, achieving and prepared scholars that are headed to college. As a school, we reinforce these values through our merit and demerit system. The merit system is a system of rewarding and encouraging positive student behaviors. A merit is an earned reward for students that display behaviors consistent with our core MAPP values. Students can earn merits for academics as well as behavior and effort.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: School Nursing

Description: The school employs a full-time Licensed Practical Nurse and contracts with the Mid Atlantic Consortium of Charter Schools (MACCS) for additional school nursing services, which include a certified school nurse, training and oversight for the on-site nurse, medical assessments, vision screenings, dental screenings and administrative services.

Person Responsible Timeline for Implementation Resources

Williams, Andre C.	Start: 9/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Use Technology to Support Instruction

Description: PFPCS will use various forms of technology to differentiate instruction.

Activity: Improve Collaboration between Teachers & Parents

Description: Teachers will maintain a classroom website that includes items such as homework, classroom events, contact information, photos, and other important information for families.

Person Responsible Timeline for Implementation Resources

Sukran, Nihmal	Start: 7/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: NetTrekker

Description: PFPCS subscribes to netTrekker, a safe, education-related web search engine that students can use to conduct research. The website delivers digital K-12 educational content in a safe and easy-to-use format.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 7/1/2011	\$9,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Use Smartboards to Support Instruction

Description: During SY 2010-2011, PFPCS received an Enhancing Education through Technology (EETT) grant affording us the ability to place smartboards in every middle school classroom. PFPCS decided to also install smartboards in the lower grades. In total, PFPCS has 17 smart boards: one in every middle school classroom (9 smartboards), one to be shared by every elementary school grade (6 smartboards), and one each in the Lab and special education room. Smartboards improve differentiated instruction and allow the use of electronic media and online resources included with purchased texts and other additional resources.

Person Responsible Timeline for Implementation Resources

Seebadri, Pri	Start: 9/1/2010	\$36,000.00
	Finish: 6/30/2011	

Status: In Progress — Overdue

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

The PFPCS Curriculum

In 2011-2012, PFPCS again implemented the School District of Philadelphia's Core Curriculum for Literacy, Mathematics, Science and Social Studies, which was adopted by PFPCS in 2006-2007. PFPCS was drawn to this curriculum because it is 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.

The core curriculum is comprised of the following components: (1) Planning and Scheduling Timeline— provides teachers with what they are to teach and connects the concepts and skills to the PA Content Performance Descriptions and Pa Academic Standards, (2) Classroom Assignments, (3) Alignment to State Standards, (4) Alignment to Externally-based Assessments, (5) Extended Learning Opportunities, (5) Suggested Technologies, and (6) Indicators of Proficient Content and Proficient Performance.

PFPCS 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. Copies of the Core Curriculum and the documentation that the curriculum meets the Chapter 4 Content Standards can be found both in the PFPCS administrative office and classrooms, as well as on the School District of Philadelphia's website.

The structure, format and length of lesson plans vary. For instance, lesson plans may be hand-written or electronic, individually created or designed by a grade group, simple word documents or detailed tables specifying which instructional strategies will be utilized (e.g., independent practice and scaffolding). All lesson plans, however, must include: learning goals and/or objectives; instructional questions and activities; resource materials; assessment; and, homework and next steps. Teacher lesson plans are submitted to the two academic caches on a weekly basis. Academic coaches review lesson plans for their overall clarity, quality, completeness and alignment to the state standards and state assessments. The academic coach provides specific feedback on lesson plans and recommends changes and improvements. This feedback helps the teachers clarify instructional activities and strengthen instructional delivery techniques.

Curriculum Materials

This year PFPCS has made several curriculum changes through the implementation of our competitive School Improvement Grant (SIG). All of the curriculum materials chosen are aligned to the PA Standards and the Core Curriculum.

Literacy: One of the most significant changes was in Reading and Language Arts. In the lower grades, PFPCS partnered with the Children’s Literacy Initiative (CLI) to provide job-embedded literacy instruction coaching in all classrooms from kindergarten to 3rd Grade. Through CLI, PFPCS implemented the Message Time Plus Curriculum for modeled writing and shared reading, and teachers received coaching in developing engaging read alouds, encouraging writing skills, creating a literacy-rich environment in the classroom, and designing a center based classroom.

At the Middle School level, the Language Arts program at PFPCS was refined to focus on all aspects of effective communication in the 21st century including critical reasoning, effective oral communication, writing, electronic communication, reading, and listening. Consistent with our school’s philosophy of a highly personalized education for each student, the Language Arts Department is a data driven department that uses data to inform our pedagogy in both large and small group instruction. Furthermore, middle school teachers use data to collaborate on common instructional foci to promote vertical alignment throughout the years. Through SIG, the Middle School Language Arts Department implemented a novel based approach with a new scope and sequence.

A new writing curriculum (Criterion) was also purchased for the Middle School. As such, each middle school teacher exposes their students to at least 2 contemporary novels, 2 classics, and a variety of short stories through Elements of Literature. As a result, each student is exposed to fiction, plays, folk tale, poetry, and nonfiction. Furthermore, each middle school student reads at least 30 minutes during the day and 30 minutes an evening on their independent reading level through our 100 Book Challenge. The 100 Book Challenge Program was also acquired and implemented school wide via SIG.

Additionally, the school used data to identify specific areas of need and instructional foci in 2011-12. For example, the Middle School Language Arts Department meets to select an instructional focus for our students based on data during professional development sessions. For example, in one trimester we identified writing essays and constructed responses as an area for improvement. As such, we purchased a Criterion ETS Writing Software that offers instant feedback, differentiated writing prompts to target student needs, and a variety of prompts to cater to student interests. Additionally, we have collaborated on graphic organizers, rubrics, and methods to assess students. By doing so, we attempt to create a “common language” through our Language Arts curriculum that will help our students be successful in competitive high schools and colleges.

Mathematics: The second area of curriculum reform in 2011-12, was in mathematics where our curriculum and instruction has been diversified. State standards are the floor, not the ceiling at PFPCS. From this base, we worked to strengthen our rigorous standards and curricula, which were backwards-mapped against end-of-year standards and vertically aligned to advanced college-readiness standards. We also incorporated best practices into our instructional delivery including a double block of instruction with at least 20 minutes devoted to opening procedures. Each lesson began with a “do now” and ended with an “exit ticket” to assess mastery of the lessons’ objective.

Our math curricular resources extend from Everyday Mathematics, McGraw Hill, Holt Middle School Math Series, and Saxon Math. Also, during the 2011-12 school year, we enhanced our curriculum with the use of Acuity instructional resources. Our blend of curricular resources

allows for a “toolkit” that exposes our students to mathematics instruction from multiple perspectives. Our teachers follow a scope and sequence designed to prepare our students to excel on high stakes tests and thrive at competitive high schools.

The changes to curriculum as a result of SIG in 2011-12 were essentially mid-year implementations. The most significant change for the 2012-13 school year is that we will have a full year of implementation. Except for possibly enhancing our Middle School reading program (through an expanded library of books) and introducing a Writers Workshop for the lower grades (K-3rd) no major changes in curriculum, content or programs are anticipated. However, refinement in instruction will occur.

Specials/Electives: In addition to the Core Curriculum, PFPCS students participated in four special/elective classes on a rotating schedule in 2011-2012. These included: Art, Entrepreneurship, Physical Education and Health, and Enrichment Lab. The Entrepreneurship special was reconstituted to teach math and reading within the context of entrepreneurship for our students in K-8.

Entrepreneurship Education: The part of our curriculum that makes PFPCS stand apart from other schools as a truly innovative program is its emphasis on entrepreneurial skills and basic economics. Through active participation, students learn to be informed decision-makers as spenders, investors, borrowers, and managers of money.

In essence, the Entrepreneurship course reinforces math and reading concepts, in an engaging, project-based, and mission-focused manner. Through all of the projects we are hoping to see an increase on the PSSA and benchmark exams proving that our Entrepreneurship model can not only provide the basic skills but also develop and expand our students’ talents to become informed decision makers as spenders, investors, borrowers and managers of money and to act on these decisions wisely by playing a significant role in the existing People for People Inc. community programs.

Strategies for Under-Performing Students

Key to identifying struggling students and determining which supports they require is the effective implementation of our Response to Intervention program.

Response to Intervention: Our multi-tiered paradigm will stress the partnership between instruction and evidence-based intervention. When instruction is ineffective, intervention must take over. Intervention considers the child's learning style, maturation, and case history. The aim of intervention is to correct the problem, reduce deficits, and increase student achievement.

RTI is used to expeditiously identify struggling learners and children at-risk for behavioral and social challenges at all three tiers. Teachers use weekly RTI assessments to track improvement for all students. Specifically, this involves the analysis of data and the support of teachers charged with implementing the interventions. Teachers receive professional development, enabling them to deliver “scientifically based,” instructional support to assure the strategic implementation of evidence-based practice, and regular monitoring of their own effectiveness.

PFPCS is now implementing a Response to Intervention (RTI Plan) with long-time educational partner Dr. Robbin Alston and her company BETA One, Inc. RTI is acknowledged in the federal law, IDEA 2004, as a process that provides high quality interventions to at-risk student so that potential academic and behavior problems are resolved. The intent of the law is that we do not wait for students to fail. As a problem-solving process, BETA One will help to implement RTI to expeditiously identify struggling learners and children at-risk for behavioral and social challenges. As such, our RTI process will be assessment-driven and supported by interventions that are evidence-based and can be effectively implemented in general education, special education, or both. Our RTI system has three tiers for assessment:

Tier 1: Everyone — Universal assessments will be used to identify at-risk students, with an emphasis on children in the earlier grades.

Tier 2: At-Risk Students — Students identified as needing moderate interventions through the universal screening in Tier 1 will receive these interventions and will be assessed for progress more frequently than the universal 3 times per year (typically 1-2 times per month).

Tier 3: Intensive — Students identified as needing intensive supports through the universal screening in Tier 1 or in the ongoing progress monitoring (as well as all special education students) will be provided with interventions and will be assessed for progress most frequently (typically 1-2 times per week).

BETA One has helped roll-out this system of coordinated interventions and continuous progress monitoring. Specifically, this involves the analysis of data and the support of teachers charged with implementing the interventions. Teachers will receive professional development, enabling them to deliver “scientifically based,” instructional support to assure the strategic implementation of evidence-based practice, and regular monitoring of their own effectiveness. The program addresses both the needs of the students and the educators in order to increase the likelihood that all children will succeed.

People for People Charter School provides a wide range of support for struggling students:

Targeted Instruction: PFPCS employs two math instructors as well as three reading instructors to provide pull-in and push-out math and reading intervention to struggling students as part of our Coordinated Early Intervening Services. With the full implementation of RTI, PFPCS provides extensive small group instruction. During the enrichment block, students are grouped based on their academic and behavioral needs and the teachers as well as reading and math instructors provide targeted instruction to increase academic achievement.

One-on-One Support: Teachers are often available to provide one-on-one instruction to students. Teachers will meet with students during the enrichment period (homework center/club), and open their doors to students before school, during lunch, after school, and even on the weekends to provide help to students outside of what’s provided in the RTI targeted instruction.

Study Island: PFPCS implements Study Island, a web-based test preparation program explicitly aligned to the assessment anchors tested on the PSSA in grades 3-8. Students participate at their own pace during school (enrichment period) and in the after school program. The school is able to use Study Island Administrator to provide students with content specific to grade level or individual need. Students have the ability to interact with the PC or take paper-based tests and reporting can occur during the last period of the day with the Study Island teacher walking to the different classrooms. Using a combination of instant data (testing) and targeted instruction, Study Island helps to improve understanding of concepts.

Enrichment Center Special: During this class period students receive targeted instruction in math and reading using computer-based and teacher directed instruction. Based on data generated from 4-Sight and Study Island, each student receives lessons that address their specific skill level. All students at each level go into that (that's the RTI model).

Homework Center & Homework Club: During the enrichment block, students who have not completed their homework for the day are required to attend Homework Center to complete their homework (and receive assistance if needed). Homework Club is available for students who choose to do it over other enrichment activities where they can receive additional help with their homework.

Summer School: Students who are at-risk of failing are required to attend a six-week summer session in which they are provided intense support in all core areas. Instruction is based on the student skill level determined by benchmark exams.

Extended School Year: Some students with special needs are in jeopardy of not being able to retain the skills they have learned during the school year unless given additional support throughout the summer. Those students eligible for ESY receive an individualized program to support their learning and retention of skill throughout the summer holidays.

Saturday Enrichment Academy: In 2011-2012, PFPCS continued to implement the Saturday Enrichment Academy. The program is offered year round with a preference for students who are achieving below level. Students in the program will receive special lessons on core subjects, participate in service projects, receive reading and math enrichment and excel through project-based learning.

Saturday School: PFPCS provides Saturday School (run by the school disciplinarian) as a consequence for severe disciplinary infractions while minimizing out of school time (i.e. suspension) and interruption to learning (i.e. in-school suspension). Students are required to complete standards aligned work that reinforces reading and math instruction as well as complete assignments from our positive behavior curriculum.

Extended Day (Enrichment Block): As a strategy in our implementation of our Transformation Model of school improvement, PFPCS has extended our school day for all students in 2011-2012. During the extra school time, PFPCS offers our enrichment block. In this block PFPCS provides homework center, targeted instruction, as well as a variety of programs with academic components. Activities include debate, book club, chess, robotics, Spanish, film, softball, and basketball). Many students on the basketball game are students in need of behavioral

redirection. Each player is given a weekly behavioral sheet which tracks their negative behavior throughout the week and determines if they can play in the game. Students are given a color for the week (green, yellow, or red) — students with green can participate in the full game, yellow only half, and students with red (who had exhibited poor behavior throughout the week are not allowed to participate in the game.

Teaching Methods

In order to accommodate the wide array of individual learning styles found among the student body of PFPCS, the charter school employs a variety of teaching strategies to engage students in the learning process:

- ***Cooperative Learning*** — Students work together to help each other learn as a means of acquiring skills or information. Students take on different roles: recorder, observer, editor, and researcher.
- ***Team Teaching*** — Teachers confer formally and informally with other classroom teachers, sharing expertise, experience, and resources in the instructional learning environment. Typically, two colleagues work collaboratively with their classes on a special objective/project.
- ***The School Collective*** — Teachers will use this free web-based application that enables teachers to store, organize, and share educational material (i.e. lesson plans, materials) with their students and teachers nationwide.
- ***Learning Centers*** — Use of specialized stations to enhance student participation in a variety of subject areas. Some examples of stations include computers, writing centers, reading corners, listening stations, hands-on manipulatives, etc. These stations are used to augment existing programs in the classrooms and are excellent independent teaching tools for students who complete work early.
- ***Peer Coaching*** — Teachers pair proficient students with basic and below basic students within the classroom environment. This is also done on the school-level with the Buddy Read program, in which upper grade students are paired with lower grade students for reading lessons.
- ***Project-Based Learning*** — In this comprehensive approach to instruction, students participate in projects and practice an interdisciplinary array of skills from math, language art, fine arts, geography, science, and technology.
- ***Thematic Units*** — Provide a vehicle for organizing instruction around a central idea, topic, or focus. The work is kept in folders, which are easily accessible for students and parents to view. For example, to provide an inter-disciplinary learning opportunity, one kindergarten class has a weekly science theme. When they are practicing writing, the students write on this theme, rather than just free writing. So students concurrently develop language arts and science knowledge.
- ***Computer-Based Instruction*** — Students have the opportunity to learn at their own pace while receiving continuous feedback while using both the MaxSkill and Study Island test preparation programs.

Strategies for Actively Engaging Students in Learning Process

Teachers at PFPCS utilize effective instructional strategies such as guided practice, connections to students' experiences and connections to previously learned material.

In addition to the core curriculum explained above and our entrepreneurial program, the PFPCS instructional staff members have implemented a variety of programs to make learning come alive for students — largely through hands-on learning. A sampling of some of our innovative programs from 2011-2012 follows:

- **Field Trips** — Teachers in all grades put much effort into organizing field trips to complement the school curriculum, to expose students to new experiences, and to provide students with real-life applications to their studies.
- **Monthly Celebrations** — From Black History Month to the holidays, teachers in most grades plan celebrations and presentations to make learning come alive for students.
- **Service Learning** - Service learning is when students do something to help others, and they learning reading, math, social studies, or science through their service. Kindergarteners read books about grandfathers and grandmothers and discussed elderly persons. The class was invited to perform at Kearsley Nursing Home in Overbrook after they wrote proposals and sent pictures requesting a visit. After returning to school, students reflected on their experience by writing simple sentences and drawing pictures. Many students had the opportunity to explore a part of the community that they hadn't before, using literacy lessons that caused them to think, which is the essence of "service learning". Students also participated in a service learning recycling program.

Professional Development

Through the School Improvement Grant, PFPCS has worked to institutionalize meaningful professional development throughout the school. Teacher collaboration at PFPCS is purposeful and designed to enhance teaching and student learning. Professional development is embedded in the school day. It is essential that we build and foster an effective teacher learning community. Teachers talking to other teachers in a trusting environment extends the continuum of self reflection. SIG funded 8 instructional teacher coaches (peer coaches) who provided ongoing mentoring and professional development during the 2011-12 school year. The mentoring focused on the school's instructional focus and individual teacher needs based on classroom observations. Instructional teacher coaches modeled lessons for teachers and students.

There were two types of teacher observations: learning walkthroughs (15 minutes) and learning observations (40-60 minutes). During each observation we followed a BDA (before, during, after) model for providing development. Hence, every observation concluded with a post-observation conference within 48 hours of the observation. An important part of the "after" component of the observation is that it provided the teachers with continuing job-embedded professional development by requiring the teachers to actively evaluate their teaching methods and select an area of improvement. Instructional teacher coaches were able to continue to help teacher learning by providing ongoing support and discussion around areas of strengths and refinement job-embedded professional development also occurred through teacher's rounds. In the rounds, teachers were able to observe each other and provide feedback on the lesson as well as observe effective instructional methods to implement in their instruction. Finally, throughout the year, PFPCS' scheduled Early Release Days and professional development days allowed for teacher collaboration time to discuss effective strategies and collectively problem solve persistent challenges in implementing curriculum.

PFPCS invested heavily in professional development through the implementation of our SIG program in 2011-12. For example, our partnership with Children's Literacy Initiative (CLI) involves the purchasing of a bank of "coaching hours" from CLI. Every teacher in kindergarten to 3rd Grade is assigned a seasoned, early literacy expert coach. Each CLI coach is on site weekly, working within the classrooms of all the K-3 teachers. Additionally, we used the flexibility afforded to us by our extended school day, to ensure that the entire school has daily, common planning and collaboration time when the coaches have access to the teachers to have "out of classroom" conferences. However, the majority of the CLI "coaching time" happens within the classroom, with coaches assisting teachers with everything from setting up their classrooms and classroom design to lesson plan assistance and modeling instruction.

During the 2012-13 school year, the changes planned for professional development include increased training for the instructional teacher coaches. Since the job embedded professional development began mid-year and was piloted this year, the significant change will be having a full year of implementation. There will also be more observations for teachers and increased time for teacher coaching. Finally, we have already determined that the use of instructional technology will be a focus in 2012-13.

PFPCS' has an approved professional development plan outlining three-years of professional development planning. The plan approval letter from PDE is attached to this report. PFPCS' induction plan approval letter from PDE (dated July 24, 2009) is also attached to this report, which verifies that this plan was valid through September 30, 2014.

Rigorous Instructional Program - Attachments

- PFPCS - INDUCTION APPROVAL 7.24.2009
- PFPCS - PD APPROVAL 112009

English Language Learners

During the 2011-2012 school year, PFPCS did not serve any English Language Learners. However, having served ELL students in the past, we recognize how vital it is that we have a comprehensive ELL Plan in place which can quickly implemented upon enrollment of an ELL student. For example, PFPCS has engaged the services of an ELL assessment specialist to assist us with testing any students for whom English is not the primary language spoken at home. PFPCS provides for the education of students whose dominant language is not English in accordance with 22 Pa. Code § 4.26 and Pennsylvania Department of Education Basic Education Circular, July 1, 2001: Educating Students with Limited English Proficiency (LEP) and English Language Learners.

PFPCS' ELL 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. PFPCS is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, parent recommendations, ESL Coordinator input, and CSAP plans.

The PFPCS' ESL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. 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.
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.

A copy of the Accuracy Statement from PFPCS' submission of the LEP-LEA report is also attached.

A home language survey is distributed to all new students upon enrollment. A copy of the 2011-12 survey, which is included in the enrollment packet, is attached. After review, potential ELL students are forwarded to our ELL coordinator to initiate the screening process (conducted by an external consultant). The home language surveys are filed in each student's file at the school site and are available for inspection upon request. The outcomes of this survey are recorded in the appropriate PIMS templates throughout the year.

English Language Learners - Attachments

- PFPCS - EDHUB LEP REPORT AND ACS 2011-2012
- PFPCS - ELL PLAN
- PFPCS - ENROLLMENT LEP PROFILE 2011-2012
- PFPCS - HOME LANGUAGE SURVEY

Graduation Requirements

PFPCS is a K-8 charter school, and, as such, this section is not applicable.

Special Education

For our special education/IEP students specifically, PFPCS has been working to ensure that they are properly and promptly diagnosed, and that their IEPs and educational programs are oriented toward their achieving all of the requisite academic standards. In 2011-2012, PFPCS served 92 special education students, representing 17.2% of our student population.

PFPCS employs two main models for educating students with special needs: Itinerant Support and Supplemental Support. Students are placed in the Least Restrictive Environment based on their Individualized Education Program (IEP).

- **Itinerant Learning Support** — Itinerant Learning Support is designed to provide academic support to students who demonstrate special learning needs. Both push-in and pull-out services are provided. Push-in support occurs when the Special Education Teacher works in a regular education classroom, co-teaching with the regular education teacher. Assistance is provided to any child who needs help successfully meeting the goals of the lesson. Pull-out services are delivered to small groups in the Itinerant Learning Support setting. Instruction is individualized to meet the needs of each student.
- **Supplemental Learning Support Classes:** These classes are dedicated special education classes that are part-time “adapted” classes based on the “regular education” model. These are smaller classes (10 students typically) in which special education students are taught by a special education teacher for most of the day but join their peers for electives/specials, homeroom, and lunch.

In 2009-2010, PFPCS began to implement the inclusion model (itinerant learning support) in an effort to better meet the academic needs of our special education students. 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).

PFPCS has six full-time and one part time special education certified teachers, a full time special education coordinator and a part-time special education consultant. The strategies in place to serve these students with special needs — to ensure that they are being given opportunities and reasonable accommodations to meet PFPCS academic goals — vary dependent on each student’s IEP, and placement is made in the least restrictive environment in which the student’s needs can be met with special education and related services. In 2011-2012, two middle school and one elementary Itinerant Learning Support teacher were devoted inclusion teachers and were included in all co-planning time.

All students with disabilities are educated to the maximum extent appropriate with children who are not disabled. As mentioned above, depending on the student’s IEP, placement options include: (1) Itinerant intervention in the speech and language and/or occupational therapy classroom; where a student may leave the regular instructional environment (for example, once or twice per week, for thirty to forty five minutes) to receive speech or occupational therapy, but is educated in the regular instructional environment at all other times and using the regular education curriculum; (2) Itinerant Learning or Emotional Support in the Itinerant (formerly Resource) Instructional Environment, where a student may be pulled out of the regular instructional environment several times a week, for example, for their reading or mathematics instruction for 45 minute periods to receive learning and/or emotional support in the itinerant classroom, using an adapted or modified curriculum. When not receiving services they are educated in the regular instructional environment using the regular education curriculum.

Depending on the specific needs of these students, they may also receive up to two periods each week of in-class support by having a certified special education teacher work with them within the regular education classroom using the regular education curriculum. Students who receive itinerant learning or emotional support also receive accommodations and/or

modifications to the regular education curriculum within the regular education classroom as designated in the IEP or (3) Supplemental Learning or Emotional Support (formerly Part-Time), where a student receives all *academic* instruction outside of the regular instructional environment but is included in all non-academic activities with their non-disabled peers (i.e. homeroom, specials, lunch, dismissal, field trips, class celebrations, etc.). These students receive academic instruction solely in the supplemental classroom using an adapted or modified curriculum.

All special education teachers attend at least four special education professional development workshops each year (such as training on writing standards-based IEP's and special education curriculum training). All regular education teachers also receive at least one mandatory special education training each year (such as how to make accommodations and modifications within the regular education classroom) and are invited to attend all other special education trainings offered. Parents of all People for People Charter School students are also invited to special education trainings that are offered.

The People for People Charter School also contracts with outside agencies to provide additional supports and services for our special education students. B.E.T.A One, Inc. provides all psychological evaluations, functional behavioral analyses and consultations as needed. Pediatric Therapeutic Services provides People for People with speech and occupational therapists as needed, depending on the needs of our students. Currently, we utilize a PTS speech therapist four days each week and an occupational therapist one day each week.

Interventions for Special Education Students: The special education teachers are using 4Sight assessments to track student progress similar to what we would see on PSSAs. Teachers are using RTI weekly assessments to track improvement in reading for all children. Additional effort is made with special education students to monitoring of student progress to determine the effectiveness of interventions and to adjust them as needed, based on the data. Special education teachers must review, post and reflect on 4Sight data with their students. The teacher and student must target specific skills and make short term objectives to reach goals. With frequent assessment, students and teachers should see progress. The special and general education teachers are responsible for meeting with students and making goals. They are both responsible for delivering instruction to the student with an IEP.

We are utilizing Reading Horizons as a reading intervention program to address students who are struggling in reading in grades K-8. Students are offered more time on the program at home via the internet and in the Afterschool Program on the school computers. The program offers online reading and literacy skill development that is both interactive and effective. The program is especially designed to remediate students who are struggling with phonics and decoding skills that limit their progress in the general education curriculum. The supplemental classrooms are utilizing Saxon Math to move children who are more than two years behind in math. Saxon Math is based on the teaching principles of incremental development, continual practice and review, and cumulative assessment. In 2011-12, PFPCS implemented the Children's Literacy Initiative's Message Time Plus curriculum in grades K-3 and extensively in the Supplemental Learning Support Classrooms up to grade 5. Message Time Plus is a modeled writing and shared reading program for K-3 in which teachers create a message and then write it. Students watch and participate by making predictions. After the message is written, children come to the board

and identify elements they know, such as letters, words, or punctuation, and their learning is then extended by the teacher through a mini-lesson targeted to each child's needs.

Smart Boards in SPED Classrooms- PFPCS secured EETT grant funding to purchase and install a three SmartBoards (Interactive Whiteboards) in each special education classroom (two Itinerant Support and one Supplemental Support classroom). Smart Board technology can help special education students who have problems grasping a thorough understanding of material through traditional methods of instruction. The SmartBoard also allows teachers to address different learning styles - visual, auditory, and kinesthetic. The technology engages all types of students and facilitates differentiated instruction. The interactive whiteboard gives educators the ability to present things visually, and provide ease in creating and altering activities to control students' learning.

The People for People Charter School is assessed for compliance monitoring throughout each school year in various ways. All special education information is entered into both the Penn Data and PIMS information reporting systems, which are reviewed by both the School District of Philadelphia (monthly) and the Bureau of Special Education (quarterly). The special education coordinator also attends bi-monthly charter school special education meetings sponsored by the School District of Philadelphia, as well as all special education trainings provided by PaTTAN and the PA Department of Education relating to special education regulations and procedures.

In 2009-2010, People for People Charter School underwent a full cyclical monitoring audit of the special education program by the Bureau of Special Education at PDE. There were no issues of non-compliance. However, the Special Education Coordinator has developed a schedule of training for staff and parents to disseminate information gained during this visit. Similarly, when SchoolWorks conducted its renewal site visit in January 2010, they only noted strengths related to our services for students with special needs, stating that, "There are sufficient personnel and appropriate program elements to support students with special needs at People for People Charter School."

Transition Services: Additionally, PFPCS provides transition services to students with IEPs prior to high school. Special education students meet in groups of four on a weekly basis with a certified special education teacher to work on transition services. In 2011-12, all 8th grade students with an IEP attended these groups with 7th graders being invited as well. Next year, all 7th and 8th grade special education students will participate in these meetings. The transition services meetings focus on skills that will help these students succeed in high school including lessons on note-taking, long term planning, time management, participate in lessons on note-taking, long-term planning, time management, advocating for themselves (i.e. finding the special education coordinator in their new school and understanding their IEP and learning disability), building community skills (i.e. confidence, social skills, appropriate behaviors in a school setting, how to interact and make friends, etc.), and completing applications for high school. Additionally, special education teachers will take these students on field trips to familiarize them with the transportation system that they will need to use to get to school in high school (Septa, trains, map reading, etc.).

In June 2011, PFPS received word from the PA Department of Education's Bureau of Special Education (BSE) that the special education program at PFPCS meets all areas of compliance.

Special Education - Attachments

- PFPCS - SPED CONFIDENTIALITY
- PFPCS - SPED DISCIPLINE
- PFPCS - SPED POLICY

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Alison Devaney	1.0	Supplemental Learning Support	PFPCS	11	NA
Stephanie Ruckel	0.5	Itinerant Learning Support	PFPCS	13	NA
Robyn Peoples	1.0	Supplemental Learning Support	PFPCS	9	NA
Caitlin O'Brien	1.0	Supplemental Learning Support	PFPCS	5	NA
Robin Cassel	1.0	Itinerant Learning Support	PFPCS	14	NA
Brittney Dougherty	1.0	Itinerant Learning Support	PFPCS	17	NA
Rebecca Miskofsky	1.0	Emotional Support	PFPCS	20	NA

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Sliver Springs -- Martin Luther School	1.0	Approved Private School -- Day Program -- Full Time Emotional Support	Plymouth Meeting, PA	1	One student is placed in this setting as approved private placement
The Green Tree School	1.0	Approved Private School — Day Program — Full Time Emotional Support	Philadelphia, PA	1	One student is placed in this setting as approved private placement.
The Pathway School	1.0	Approved Private School - Day Program - Full Time Emotional Support	Philadelphia, PA	1	One student is placed in this setting as approved private placement

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	PFPCS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Services	Speech Therapy	32 hours
Pediatric Therapeutic Services	Occupational Therapy	8 hours
B.E.T.A. One, Inc.	Psychological Services	8 hours
Lisa Redante	Special Education Consultant	7 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA (Math & Reading)	No	No	No	Yes	Yes	Yes
PSSA Modified (Math & Reading)	No	No	No	Yes	Yes	Yes
PSSA (Writing)	No	No	No	No	No	Yes
PSSA (Science)	No	No	No	No	Yes	No
AimsWeb (Math)	Yes	Yes	Yes	Yes	Yes	Yes
AimsWeb (Reading)	Yes	Yes	Yes	Yes	Yes	Yes
ACUITY (Math)	No	Yes	Yes	Yes	Yes	Yes
ACUITY (Language Arts)	No	Yes	Yes	Yes	Yes	Yes
Diagnostic Reading Assessment (DRA)	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA (Math & Reading)	Yes	Yes	Yes	No	No	No	No
PSSA Modified (Math & Reading)	Yes	Yes	Yes	No	No	No	No
PSSA (Writing)	No	No	Yes	No	No	No	No
PSSA (Science)	No	No	Yes	No	No	No	No
AimsWeb (Math)	Yes	Yes	Yes	No	No	No	No
AimsWeb (Reading)	Yes	Yes	Yes	No	No	No	No
ACUITY (Math)	Yes	Yes	Yes	No	No	No	No
ACUITY (Language Arts)	Yes	Yes	Yes	No	No	No	No
Diagnostic Reading Assessment (DRA)	Yes	No	No	No	No	No	No

Student Assessment

The 2011-12 school year was momentous for PFPCS, as the school received a major, three year, competitive School Improvement Grant (SIG) that has transformed the way that the school assesses its students and delivers high quality instruction at all grade levels. One of the fundamental elements of PFPCS's SIG project is creating a culture of data-driven-decision-making, using intensive testing and feedback to teachers that allows tailoring of instruction

particularly in math, reading, language arts and science. In past years, our school had little intra-year data to guide teacher, administrator, and academic coach decision-making, and most of our feedback came in July and August in the form of PSSA scores in Math, Reading and Science in the upper grades. More recently, we implemented 4Sight tests to provide more feedback, but these were focused on upper grades as well, and teachers were infrequently able to make use of the data.

This year, however, the SIG grant provided new assessment tools, new lead teacher and coach positions, and focused professional development to support a Response to Intervention (RTI) culture surrounding each child in grades K to 8. The school replaced the 4Sight exams in grades 3 to 8 with benchmark tests given in Math and Reading throughout the year- predicting PSSA proficiency levels for all students. For more regular feedback, teachers in grades K to 8 used tailored, Curriculum Based Measure (CBM) assessments with the AIMSWeb tracking software to group students needing similar levels of support and targeted skills. All of these changes required a major restructuring of the curriculum, the school day, the school year and the way in which teachers and administrators approached instruction.

In addition to the PSSA, the modified PSSA for special needs students, the ACUITY benchmark tests and the AIMSWeb CBM tests, the school tracked student progress through Study Island test preparation software, DRA reading tests from Scholastic, and teachers' locally developed assessments.

PFPCS used Scholastic's Developmental Reading Assessment (DRA) in grades K-6 in order to ensure that students were making sufficient progress in reading. The assessment covers a range of reading skills, including fluency, accuracy, and comprehension. The DRA tests are administered to all students in grades K-6 three times during the school year. DRA test results are reported on students' report cards at the end of each trimester. The school's reading specialist trained all K-6 teachers in administering this assessment, as well as assisting in the administration of it. Students identified as being below grade level through the DRA or any of the other assessment mechanisms were assigned to extra individual and small group tutoring and computer learning support during the day with extra assistance, if appropriate, from the school's new reading specialists and from the special education staff.

Some highlights from our students assessment analyses from this school year (2011-12):

- Reading: PSSA Proficiency levels were higher than in 2011, reaching their second highest level in the school's history (44.5% Proficient).
- Math: PSSA Proficiency levels increased significantly from 2011 also, reaching their second highest level in the school's history (57.6% Proficient)
- Science: PSSA Proficiency levels increased substantially from 2011 levels- the only subject which had higher scores in 2012 compared to 2011 (40.4% proficient vs. 23.5% proficient). Science PSSA levels were the highest PFPCS has ever achieved in 2012, in all tested categories.
- PSSA Proficiency levels in Writing were below 2011 levels, with 43% performing at the proficient or advanced levels compared with 76% in 2011.
- Students with IEPs performed better in Math in 2012 than in any previous year, with 32.0% scoring at the proficient or advanced level on the PSSA.

- Over one quarter (27%) of PFPCS students taking PSSAs in 2012 had IEPs or had just exited the IEP program, 6% more than in 2011, and more than double the state average.
- Eighth graders performed the best on the PSSA Math and Reading tests overall, with approximately 70% scoring Proficient or Advanced on the Math and 56% scoring Proficient or Advanced in Reading.
- Final predicted proficiency levels from the ACUIY tests in May in Reading and Math in grades 3rd to 8th grade were very close to the school’s actual overall PSSA proficiency scores.
- The school made full AYP status for 2012-13- making all of our AYP targets for the second year in a row.

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

PFPCS students’ performance on the PSSA tests was higher for all categories than in most previous years, with the exception of last year (2010-11). The school’s improvement efforts made this year and cumulative efforts over the past five years have generated higher scores in the past 2 years, as can be seen in the tables containing historical PSSA scores below.

During the 2009-10 school year, the first year of the school’s current five-year charter, PFP Charter School’s students did not make significant improvements in most tested subjects over their 2008-09 achievement levels. The student academic proficiency levels measured by the PSSA during that year enabled the school to make only 6 of 8 academic achievement NCLB targets and make 15 of the 17 total possible targets. This placed the school in “School Improvement I” status for the first time. In 2011, student test scores were much higher, leading to the school being placed in “Making Progress” status. This year, a new AYP calculation method was used, giving schools who serve more than one grade “span”- i.e., elementary grades 3 to 5 and middle grades 6 to 8- credit for making improvements in those areas such that if they make their targets in just one grade span, it is the equivalent of making the targets for the whole school. For PFPCS, this meant that the major improvements made in grades 6 to 8 in Math and Reading allowed the school to make its targets in that grade span, and, by extension, for the whole school. Thus, Preliminary (Pre-Appeals) AYP results from PDE show that the school made all its AYP targets for this year and made AYP for the second year in a row. This allows the school to leave School Improvement, and attain full AYP status for the coming year. The school has Made its AYP targets five of the past seven years.

PFPCS AYP results, Current Charter Term (2005-06 to 2011-12)

2012 Status (Prelim)	2011 Status	2010 Status	2009 Status	2008 Status	2007 Status	2006 Status
Made AYP	Making Progress (Made AYP)	School Improvement 1	Warning	Made AYP	Made AYP	Made AYP

The tables from the Preliminary AYP Report for 2011-12 (attached) show that PFPCS made all of its performance and participation targets on the PSSA in Math and Reading in 2012 in the 6th to 8th grade span, and therefore attained full AYP status.

PSSA Assessments

Preliminary PSSA scores from 2011-12 show that the school's students made significant academic progress since 2008 in Math and Reading for the whole group of tested students and for the major subgroups. The following tables provide analyses of data from PSSA standardized tests taken by PFPCS students in spring 2012, based on preliminary data provided by the PA Department of Education.

PSSA READING AND MATH

Unofficial PSSA assessment score calculations for All students, Economically Disadvantaged students, Black students, and IEP students are provided below in Reading and Math. As was mentioned earlier, PSSA Reading scores for the total group and each tested subgroup have increased dramatically since 2010 and have reached the second highest levels in the school's history. Proficiency levels for Reading were just below half of the total (All) group (44.5%), for Black students (44.0%), and for Economically Disadvantaged students (44.7%). Students with IEPs performed less well in 2012 than in 2011 (20.0% vs. 29.4%), however their percentage proficient was still higher than in the years prior to 2011. Overall, Reading scores at PFPCS have increased 11.4% since 2008.

Math proficiency of PFP students was above 50% (57.6%) for All students, for Black students (57.3%), and for Economically Disadvantaged students (57.9%), which were the second best levels in the history of the charter. Students with IEPs performed at their best level since the founding of the school- 32.0% proficient. Overall, Math scores of PFPCS students have increased 15.7% since 2008.

The state's AYP targets for proficiency rose steeply again 2012, to 78% proficient in Math and 81% proficient in Reading. All of PFPCS' PSSA group scores were below these targets in 2012. These increased targets, with an ultimate target of 100% proficiency in Math and Reading in each school in 2014, make achievement of AYP status by schools in Pennsylvania increasingly difficult. This is particularly true of schools that serve high percentages of students with special education needs (e.g., IEPs). 27% of PFPCS students tested in 2012 had IEPs or had just exited the IEP program. This is more than double the state average percentage of students with IEPs.

The following tables provide the results of the school's overall PSSA proficiency levels and subgroup proficiency levels in Math and Reading for 2009 to 2012, and calculate the changes in total school proficiency percentages over time. Because the only academic target that was missed in 2008-09 was the Math target for special education students, changes were made to the special education program. These changes led to dramatically improved Math scores for the special education (IEP) students over the past three years-- over 19% more IEP students scored at the Proficient or Advanced level in Math in 2012 than in 2009. Similar changes to the special education program in English led to a 6% increase in the percentage of IEP students scoring proficient during that time.

PFPCS PSSA Reading Proficiency Percentages, by Tested Group 2009 to 2012

Group or Subgroup	% Prof or Adv 2008-09	% Prof or Adv 2009-10	% Prof or Adv 2010-11	% Prof or Adv 2011-12	Difference 11 to 12
All	42.9	40.3	52.6%	44.5%	-8.1%
Black	43.2	40.3	52.4%	44.0%	-8.4%
IEP	14.1	8.3	27.9%	20.0%	-7.9%
Econ	42.5	40.6	52.3%	44.7%	-7.6%

PFPCS PSSA Reading Proficiency for All Students 2008 to 2012

Group or Subgroup	% Prof or Adv 2007-08	% Prof or Adv 2008-09	% Prof or Adv 2009-10	% Prof or Adv 2010-11	% Prof or Adv 2011-12	Difference 08 to 11
All	33.1	42.9	40.2	52.6%	44.5%	+11.4%

PFPCS PSSA Math Proficiency Percentages 2009 to 2012

Group or Subgroup	% Prof or Adv 2008-09	% Prof or Adv 2009-10	% Prof or Adv 2010-11	% Prof or Adv 2011-12	Difference 11 to 12
All	49.4	49.6	60.9%	57.6%	-3.3%
Black	49.4	48.7	61.0%	57.3%	-3.7%
IEP	12.5	13.9	29.4%	32.0%	+2.6%
Econ	48.6	48.7	60.2%	57.9%	-2.3%

PFPCS PSSA Math Proficiency for All Students 2008 to 2012

Group or Subgroup	% Prof or Adv 2007-08	% Prof or Adv 2008-09	% Prof or Adv 2009-10	% Prof or Adv 2010-11	% Prof or Adv 2011-12	Difference 08 to 12
All	41.9	49.4	49.6	60.9%	57.6%	+15.7%

PSSA WRITING

The State of Pennsylvania assesses the Writing proficiency levels of students in grades 5 and 8 in elementary schools. With regard to the Writing PSSA, the following table shows that nearly half of tested students in PFPCS were proficient or advanced in 2012 (41.3%). This was below the percentage of students overall who tested proficient in 2011, but similar to the percentage who tested at the proficient level in 2010 (47%). Students' proficiency levels in all groups- All, Black, Economically Disadvantaged, and IEP dropped from 2011 levels.

**PFPCS PSSA Results for Writing, Overall and Subgroups, 2011 and 2012
(5th and 8th Grades combined)**

	2010-11	2011-12	2010-11	2011-12	2010-11	2010-12	2010-11	2011-12
	ALL	ALL	Black	Black	Econ	Econ	IEP	IEP
Bel	0.0%	1.3%	0.0%	1.4%	0.0%	1.6%	0.0%	4.2%
Bas	24.0%	57.3%	24.5%	59.2%	24.0%	57.4%	44.0%	70.8%
Prof	73.1%	38.7%	72.4%	36.6%	74.0%	37.7%	56.0%	25.0%
Adv	2.9%	2.7%	3.1%	2.8%	2.0%	3.3%	0.0%	0.0%
Prof & Adv	76.0%	41.3%	75.5%	39.4%	76.0%	41.0%	56.0%	25.0%

PSSA SCIENCE

In 2012, PFPCS' 4th and 8th graders performed at the highest levels of proficiency in the history of the school, with 40.4% performing at the proficient or advanced level. This was substantially higher than the All group proficiency percentage in 2011 (23.5%). Test performance in Science reached historic levels in all tested groups. Performance improved in the Below Basic category in all tested subgroups and in the All student category. Among IEP students, 40.4% fewer students performed at the Below Basic level in 2012 compared with 2011. The proficiency level of IEP students in Science more than doubled in 2012, from 4.8% to 11.1%.

**PFPCS PSSA Results for Science, Overall and Subgroups, 2011 and 2012
(4th and 8th Grades)**

	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
	ALL	ALL	Black	Black	Econ	Econ	IEP	IEP
Bel	38.2%	27.7%	36.7%	29.5%	39.6%	29.9%	81.0%	40.7%
Bas	38.2%	31.9%	39.8%	28.4%	37.5%	32.5%	14.3%	48.1%
Prof	18.6%	37.2%	18.4%	38.6%	17.7%	35.1%	4.8%	11.1%

Adv	4.9%	3.2%	5.1%	3.4%	5.2%	2.6%	0.0%	0.0%
Prof & Adv	23.5%	40.4%	23.5%	42.0%	22.9%	37.7%	4.8%	11.1%

The following table provides Science proficiency scores at PFPCS by grade. The results from the table below show that our students' PSSA Science proficiency scores reached their highest levels in school history in both 4th and 8th grades. Our 4th grade program has made the most progress in Science, with nearly half of the students achieving proficiency this year. The 8th grade students performed far better in 2012 than in any other year.

PFPCS PSSA Science Proficiency Percentages from 2008 to 2012 for Grades 4 and 8, and Combined Grades 4 & 8

Group or Subgroup	% Prof or Adv 2007-08	% Prof or Adv 2008-09	% Prof or Adv 2009-10	% Prof or Adv 2010-11	% Prof or Adv 2011-12	Difference 08 to 12
Grades 4 and 8	18.3	24.5	34.2	23.5%	40.4%	+22.1%
Grade 4	29.3	37.7	50.0	38.0%	48.3%	+19.0%
Grade 8	5.9	4.9	15.1	9.6%	27.8%	+21.9%

PSSA Scores by Grade for Math, Reading, and Writing

In order to determine Adequate Yearly Progress of academics at the school, all grades are compiled into one set of test scores from which overall proficiency levels are calculated for the whole group and subgroups with over 40 students. However, these overall groupings can mask the fact that there is wide variation in academic performance of students from grade to grade and subject to subject. So, while the school as a whole might not have made its AYP proficiency targets, individual grades in the school might exceed those targets. In fact, the new Grade Span calculations for determining AYP targets for charter schools begun this year mean that improvements in particular grade groups can be just as important for AYP as improvements in the school as a whole. PFPCS proved that point, by making significant improvement in the middle grades, and thereby making full AYP.

Because of the increased state targets this year (to 78% in Math and 81% in Reading), none of the individual grades made the AYP target levels for proficiency in either of those subjects. However the variation in performance across grades was substantial enough to mention. For example, only 30% of 5th graders performed at the proficient level in Math, compared with 70.8% of 7th graders. In Reading, only 36.7% of 5th graders were proficient, compared with 56% of 8th graders who achieved proficiency. The highest performing students overall were the 8th graders in 2012.

Grade 3 PSSA Scores 2012

MATH

READING

LEVEL	% PROF
Bel	17.0%
Bas	18.9%
Prof	47.2%
Adv	17.0%
Adv + Prof	64.2%

LEVEL	% PROF
Bel	38.9%
Bas	18.5%
Prof	35.2%
Adv	7.4%
Adv + Prof	42.6%

Grade 4 PSSA Scores 2012

MATH

READING

LEVEL	% PROF
Bel	19.6%
Bas	16.1%
Prof	35.7%
Adv	28.6%
Adv + Prof	64.3%

LEVEL	% PROF
Bel	19.3%
Bas	24.6%
Prof	42.1%
Adv	14.0%
Adv + Prof	56.1%

Grade 5 PSSA Scores 2012

MATH

READING

WRITING

LEVEL	% PROF
Bel	24.0%
Bas	46.0%
Prof	24.0%
Adv	6.0%
Adv + Prof	30.0%

LEVEL	% PROF
Bel	22.5%
Bas	40.8%
Prof	28.6%
Adv	8.2%
Adv + Prof	36.7%

LEVEL	% PROF
Bel	0.0%
Bas	72.3%
Prof	27.7%
Adv	0.0%
Adv + Prof	27.7%

Grade 6 PSSA Scores 2011

MATH

READING

LEVEL	% PROF
Bel	10.3%
Bas	30.8%
Prof	35.9%
Adv	23.1%
Adv + Prof	59.0%

LEVEL	% PROF
Bel	23.1%
Bas	38.5%
Prof	21.5%
Adv	10.3%
Adv + Prof	38.5%

Grade 7 PSSA Scores 2012

MATH

READING

LEVEL	% PROF	LEVEL	% PROF
Bel	4.2%	Bel	10.4%
Bas	25.0%	Bas	35.4%
Prof	43.8%	Prof	45.8%
Adv	27.1%	Adv	8.3%
Adv + Prof	70.8%	Adv + Prof	54.2%

Grade 8 PSSA Scores 2012

MATH

READING

WRITING

LEVEL	% PROF	LEVEL	% PROF	LEVEL	% PROF
Bel	18.9%	Bel	8.3%	Bel	1.3%
Bas	10.8%	Bas	36.1%	Bas	57.3%
Prof	21.6%	Prof	19.4%	Prof	38.7%
Adv	48.7%	Adv	36.1%	Adv	2.7%
Adv + Prof	70.3%	Adv + Prof	55.6%	Adv + Prof	41.3%

PSSA Test Subtopics

The subtopic performance reported with the PSSA scores provides useful information regarding how students are doing with regard to “anchor” areas of the curriculum that are at the core of the Pennsylvania Academic Standards in each tested area. Subtopic performance is reported by

area with regard to whether the students were able to answer a “low,” “medium,” or “high” number of answers correctly in that particular area. Five Math subtopic scores were reported (Numbers and Operations; Measurement; Geometry; Algebraic Concepts; Data Analysis and Probability), two Reading subtopics were reported (Comprehension and Reading Skills; Interpretation & Analysis of Fiction & Non-Fiction), two Writing subtopics were reported (Composition; Revise and Editing), and four Science subtopics were reported (Nature of Science; Biological Science; Physical Science; Earth and Space Science). The tables below provide the percentages of students who took the PSSA in 2012 at PFPCS who scored in the low, medium, or high range for each subtopic in Math, Reading, Writing and Science.

As the following table shows, 26% to 30% of PFPCS students scored in the “high” range in the five Math subtopics. The lowest percentage scored in the Medium to High range in Geometry (54.8%). The highest percentage scored in the Medium to High range in Numbers and Operations (61.8%). The table shows that the students’ performance in all five subtopics was very similar.

MATH PSSA Subtopics 2012

Performance Level	Numbers & Operations	Measurement	Geometry	Algebraic Concepts	Data Analysis & Probability
Low	38.2%	44.5%	45.2%	35.7%	41.3%
Medium	34.6%	29.7%	27.9%	34.6%	28.6%
High	27.2%	25.8%	26.9%	29.7%	30.0%

In Reading, PFPCS students’ performance was slightly higher in Interpretation and Analysis of Fiction and Non-Fiction (55.5% scored in the Medium to High range) than in Comprehension and Reading Skills (47.74% scored in the Medium to High range). Those results were higher than the results for the Reading tests in 2010 (46% and 40% in the medium to high range, respectively).

READING PSSA Subtopics 2012

Performance Level	Comprehension and Reading Skills	Interpretation & Analysis of Fiction & Non-Fiction
Low	52.3%	44.5%
Medium	33.2%	38.2%
High	14.5%	17.3%

On the Writing test, none of the students in grades 5 or 8 answered a “high” number of Revise and Editing questions correctly for the second year in a row, and only 2.7% answered a “high” number of Composition questions correctly- the same results as in 2011. Results of both Composition and Revise and Editing questions were lower than in the previous year, with more than three quarters (48% versus 76%) of students scoring in the Medium to High range in

Composition, and one-third (33.3% versus 69%) scoring in the Medium to High range in Revise and Editing. We will continue to place emphasis in the coming year on improving our students' writing by teaching essential writing skills across the curriculum.

WRITING PSSA Subtopics 2012

Performance Level	Composition	Revise + Editing
Low	52.0%	66.7%
Medium	45.3%	33.3%
High	2.7%	0.0%

On the Science test, the students performed similarly across all subtopics, with 6 to 11% scoring in the “high range” in each topic, and 48% to 62% scoring in the “low range”. Biological Sciences had the most students (52.2%) scoring in the medium to high range for the second year. Physical Science had the smallest percentage of students (38.3%) scoring in the medium to high range also for the second year in a row. Overall approximately half of PFPCS students taking the Science PSSA scored in the “low” range on all four of the Science subtopics.

Science PSSA Subtopics 2011

Performance Level	Nature of Science	Biological Science	Physical Science	Earth and Space Science
Low	59.6%	47.9%	61.7%	60.6%
Medium	34.0%	43.6%	28.7%	28.7%
High	6.4%	8.5%	9.6%	10.6%

This comprehensive data analysis will be shared with all instructional staff during the summer pre-service scheduled for the end of August 2012 and in weekly cluster meetings at the start of the school year. This will enable staff to develop specially tailored lessons and strategies to address areas in which students require the most improvement.

Local Tests- PSSA Predictive Tests - Acuity

In 2011-12, ACUITY benchmarking tests were used to assess student growth in achievement of proficiency on the Pennsylvania Academic Standards in Math and Reading for students in Grades 3 to 8 from the beginning to the end of the school year. The benchmarks give teachers a way to identify students who are not moving rapidly enough toward proficiency in order to achieve the standards by the time that the PSSA is given, so that they can adjust instructional strategies to focus on areas of need (down to individual objectives and “eligible content”). Information is provided regarding predicted PSSA proficiency in Math and Reading that can be viewed by

grade, by class, and by individual student. This information is similar to the 4Sight exams that PFPCS used previously, but provides more information and can be linked directly to instructional strategies for individualizing teaching and learning.

The following tables summarize the ACUITY assessment results from Math and Reading for tests given in November and in May of the 2011-12 school year. The results show that, in Reading, there was little change in predicted PSSA performance from November to May. Third and 5th grades made the most progress, with a change of only 1% in predicted proficiency. Grades 4 and 6 made the least progress, with a drop in predicted PSSA proficiency of 10% and 11%, respectively. Overall, there was a 4% drop in predicted PSSA proficiency in Reading from November to May across all tested grades. Predicted proficiency in May was 42% overall, which was close to the actual PSSA Reading performance of 44.5%.

The results in the second set of tables below summarize the ACUITY results for Math. The results show that in Math, the 3rd and 8th graders' proficiency scores improved the most from November to May, with 3% more and 5% more performing at the Proficient or Advanced levels, respectively. The biggest drop in proficiency in Math over that period was in 5th grade, with a decline of 17% in predicted proficiency. Overall, there was a 6% drop in predicted Math proficiency from November to May. Final predicted proficiency in May for Math was 54%, which was very close to the 57.6% proficiency on the actual PSSA tests for all grades.

Reading PSSA Predictive Tests Pre and Post

GRADE 3	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	27	26	-1
Basic	18	19	+1
Proficient	46	48	+2
Advanced	8	7	-1
Prof&Adv	54%	55%	+1%

GRADE 4	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	16	21	5
Basic	19	23	4
Proficient	42	38	-4
Advanced	24	18	-6
Prof&Adv	66%	-56%	-10%

GRADE 5	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	45	44	-1
Basic	23	23	0
Proficient	26	25	-1

Advanced	6	8	+2
Prof&Adv	32%	33%	+1%

GRADE 6	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	42	41	-1
Basic	32	36	+4
Proficient	18	19	+1
Advanced	9	4	-5
Prof&Adv	27%	23%	-4%

GRADE 7	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	21	30	+9
Basic	31	33	+2
Proficient	33	28	-5
Advanced	14	8	-6
Prof&Adv	47%	36%	-11%

GRADE 8	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	25	30	+5
Basic	26	19	-7
Proficient	32	28	-4
Advanced	18	22	+4
Prof&Adv	50%	50%	0%

Grades 3 to 8	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	29	32	+3
Basic	25	26	+1
Proficient	33	31	-2
Advanced	13	11	-2
Prof&Adv	46%	42%	-4%

Math PSSA Predictive Tests Pre and Post

GRADE 3	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	15	14	-1

Basic	25	24	-1
Proficient	42	44	+2
Advanced	17	18	+1
Prof&Adv	59%	62%	+3%

GRADE 4	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	14	14	0
Basic	10	11	+1
Proficient	35	36	+1
Advanced	41	39	-2
Prof&Adv	76%	75%	-1%

GRADE 5	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	21	30	+9
Basic	35	43	+8
Proficient	33	22	-11
Advanced	11	5	-6
Prof&Adv	44%	27%	-17%

GRADE 6	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	10	22	+12
Basic	19	21	+2
Proficient	39	32	-7
Advanced	32	25	-7
Prof&Adv	71%	57%	-14%

GRADE 7	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	16	24	+8
Basic	20	23	+3
Proficient	36	28	-8
Advanced	28	25	-3
Prof&Adv	64%	53%	-11%

GRADE 8	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	28	26	-2
Basic	25	23	-2
Proficient	32	34	+2

Advanced	14	17	+3
Prof&Adv	46%	51%	+5%

Grades 3 to 8	Form B (Nov 2011) PreTest	Form C (May 2012) Post Test	Change
Below Basic	17	22	+4
Basic	22	24	+2
Proficient	36	33	-4
Advanced	24	22	-2
Prof&Adv	60%	54%	-6%

Student Assessment - Attachments

- PFPCS - AYP RESULTS 2011-2012
- PFPCS - AYP SUMMARY 2011-2012

Teacher Evaluation

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

Our teacher evaluation model requires that each teacher be evaluated multiple times a year by peer coaches. SIG funded 8 instructional teacher coaches (peer coaches) who provided ongoing mentoring and professional development during the 2011-12 school year. The mentoring focused on the school's instructional focus and individual teacher needs based on classroom observations. Instructional teacher coaches modeled lessons for teachers and students.

There were two types of teacher observations: learning walkthroughs (15 minutes) and learning observations (40-60 minutes). During each observation we followed a BDA (before, during, after) model for providing development. Hence, every observation concluded with a post-observation conference within 48 hours of the observation. An important part of the "after" component of the observation is that it provided the teachers with continuing job-embedded professional development by requiring the teachers to actively evaluate their teaching methods and select an area of improvement. Instructional teacher coaches were able to continue to help teacher learning by providing ongoing support and discussion around areas of strengths and refinement.

PFPCS developed a comprehensive teacher effectiveness process that includes a rigorous comprehensive teacher evaluation process based on multiple observations and a "report card" and rubric that incorporates the use of student data. This policy is attached. Key teacher performance targets under this system for 2012-13 include:

- (1) 75% of students grades K - 2nd must show end-of year benchmark readiness in math as measured by numeracy readiness for the next grade (AIMSWeb Data);
- (2) 75% of students grades K-2nd must show end-of year benchmark readiness in reading as measured by numeracy readiness for the next grade. (AIMSWeb Data);

(3) 75% of 3rd - 8th grade students beginning the year at Below Basic or Basic in reading (ACUITY benchmark) improve performance a minimum of one level from September to June;

(4) 75% of 3rd - 8th grade students beginning the year at Below Basic or Basic in math (ACUITY benchmark) improve performance a minimum of one level from September to June;

(5) 90% of 3rd - 8th grade students beginning the year at Proficient or Advanced in reading will improve or maintain those levels (by final benchmark);

(6) 90% of 3rd - 8th grade students beginning the year at Proficient or Advanced in math will improve or maintain those levels (by final benchmark);

(7) 20% of 3rd - 8th grade students jump two or more proficiency levels in math and/or reading between September and June benchmark;

(8) Less than 10% of students performing below basic on the final benchmark in reading, and;

(9) Less than 10% of students performing below basic on the final benchmark in math.

Additionally, as PFPCS participates in the Race to the Top program in 2012-13, we will be involved in implementing the Pennsylvania Teacher Evaluation System.

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

PFPCS models its evaluation program on the PEPS/TAP Model, where it is not required for evaluators to hold administrative certificates as the idea behind the PEPS is to have your teaching peers evaluating you. Evaluations in 2011-2012 were conducted by the eight instructional teacher coaches, and overseen by Director of Operations - Andre Williams and Academic Coordinator - Eugene Thomas (both certified TAP evaluators).

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

To serve as an evaluator at PFPCS during the full implementation of TAP, the Director of Operations, Master Teachers, and Mentor Teachers all had to become "Certified TAP Evaluators," participating in rigorous training with the National Institute for Excellence in Teaching and the School District of Philadelphia. 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."

Mr. Williams and Mr. Thomas 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, and were required to participate in a year-long training program (including week-

long training before and after the school year), complete monitored observations, and pass the TAP Certified Evaluator Performance Test. PFPCS' administrators also participate in PDE and PA Training and Technical Assistance Network (PaTTAN) trainings, especially in the area of special education. Mr. Williams and Mr. Thomas work with the instructional coaches to ensure effective evaluation.

Find attached the Learning Walkthrough, Instructional Feedback, and Self Evaluation forms used in 2011-2012.

Teacher Evaluation - Attachments

- PFPCS - INSTRUCTIONAL FEEDBACK FORM
- PFPCS - LEARNING WALKTHROUGH FORM
- PFPCS - SELF EVALUATION FORM
- PFPCS - TEACHER INCENTIVE POLICY

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

People for People Charter School has historically benefited by committed and stable leadership in the Board of Trustees. Leadership. PFPCS' Founder Rev. Dr. H.H. Lusk, II has provided executive leadership as Chair of the Board of Trustees since People for People Charter School was founded. There were no changes to the Board of Trustees in 2011-2012.

Again committed to maintaining the same vision, the Board appointed Mr. Pri Seebadri to serve as the school's principal in December 2010. He continued to serve as principal in 2011-2012 and will maintain that position in 2012-2013. Mr. Seebadri, Principal, holds executive level responsibility over all People for People Charter School programs development and managing budgets management, strategic planning, program evaluation and reporting, and other elements of organizational development. With over 20 years of professional development experience, he has served as a consultant for both non-profit and for-profit organizations. He holds a M.A. in International Political Economy, an M.S. in Management and Technology, and a B.A. in Political Science from the University of Pennsylvania. There were no changes to PFPCS leadership in 2011-2012.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Rev. Dr. Herbert H. Lusk, II	Chairman
Deborah Ware	Trustee
Linda Chandler	Secretary
Robert Strain	Vice-Chairman
Reginald A. Long	Trustee
Quiana N. Irvén	Parent Representative
Bobbie Jo Ramos-Coles	Trustee

Professional Development (Governance)

The Board of Trustees and administration are in frequent contact with the school's counsel and management company regarding legal issues including the Ethics Act and Sunshine Law. Representatives from the school's management company attend board meetings as needed, publish Sunshine Notices, ensure completion of Statements of Financial Interest, assist in policy development, review documents, and provide updated information to the Board and administration.

Additionally, the board receives ongoing support from their education management company and legal counsel. OmniVest Management, LLC provides ongoing financial planning services as well as support on charter school compliance issues.

Coordination of the Governance and Management of the School

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

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.

Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting's Board of School Directors.

Under the leadership of the Board of Trustees and PFPCS Director of Operations, PFPCS maintained a collaborative relationship with the school's charter authorizer, the School District of Philadelphia. Most notably, the school went through the renewal process, which included an audit by the School District of Philadelphia; a site visit by District personnel that included a records review, and a two-day site visit by an third-party (SchoolWorks LLC) initiated by the District. The renewal process provided PFPCS with an opportunity to truly demonstrate

the uniqueness of our program to the District, and resulted in the renewal of our charter for another five years.

Additionally, Representatives of PFPCS (e.g. Director of Operations, Special Education Coordinator, Academic Coaches, Test Coordinator, etc.) attended meetings held by the School District of Philadelphia's Office of Charter Schools and by other District offices, including regular Data Group meetings and special education 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.

Finally, PFPCS' Director of Operations is a Regional Representative of the Pennsylvania Coalition of Charter Schools, an organization that continues to work with the School District of Philadelphia to improve communication between the charters and the District.

A list of the Board of Trustees meetings for the 2012-2013 school year is attached as well as the proof of publication of the meetings as required by the Sunshine Act.

Coordination of the Governance and Management of the School - Attachments

- PFPCS - BOT SCHEDULE 2012-2013
- PFPCS - BOT SUNSHINE NOTICE 2012-2013

Community and Parent Engagement

Community Engagement:

As PFPCS was founded by a community economic development organization — People for People, Inc. — ensuring that the community plays an active role in the school's operation has always been of paramount importance to the Board of Trustees. In 2011-2012, community involvement enabled PFPCS to continue its community engagement by providing Parent Teacher Organization (PTO) meetings, operating out-of-school time programs and activities including after-school clubs, providing health services to students, participating in Outward Bound Leadership Programs, recruiting highly qualified teachers, supporting our students with special needs, etc. A sampling of PFPCS' recent community partners follows below:

- **B.E.T.A. One, Inc.** — B.E.T.A. One, Inc. and Dr. Robbin Alston have a long-term ongoing relationship with People for People Charter School providing expert guidance to the special education program, conducting the psychological evaluations for student IEPs, and providing professional development to PFPCS faculty.
- **Vetri Foundation** — In an effort to improve the quality of food served to students as well as the overall lunch experience, PFPCS has implemented the Eatiquette lunch program through the Vetri Foundation.
- **Philadelphia Orchestra** — Tune-Up Philly Program
- **Philabundance** — Food Distribution Program
- **Junior Achievement** — Provided entrepreneurship and business training to students.

- **First Book** — PFPCS has partnered with First Book to provide over 2000 books to students in grades K-8. Kids are able to build their own libraries at home and parents learn additional strategies for reading to their children.
- **J.P. Mascaro & Sons** — Environmental Program
- **United Way of Southeastern PA** — Volunteer Support
 - **Thompson Reuters** — Back to School Supplies
 - **Temple University and Eastern University** — Student Interns
- **Children’s Literacy Initiative** — Educational partner since 2005-2006, which provided a stronger literacy curriculum to early elementary grades as well as extensive professional development and one-on-one teacher coaching in literacy.
- **The Food Trust** — Supported PFPCS in the development of our Wellness Policy and provided nutrition curricula and professional development for teachers including participation in the PA Tracks Eat Right Now Program.
- **Greater Exodus Baptist Church’s (GEBC) Marriage Enrichment Group** hosted the 5th grade by providing a cookout celebration at the end of the school day for all members of the 5th grade class. GEBC will stay in touch with these students and follow them through the end of their PFPCS career (8th grade) to graduation continuing to provide in-kind support, mentoring, special events, parent programming.
- **Outward Bound** serves people of all ages and backgrounds through active learning expeditions that inspire character development, self-discovery and service both in and out of the classroom. Outward Bound delivers programs using unfamiliar settings as a way for participants across the country to experience adventure and challenge in a way that helps students realize they can do more than they thought possible.
- **National Institute for Excellence in Teaching** — NIET, in partnership with the School District of Philadelphia, provides outstanding professional development opportunities to the schools TAP leadership team.
- **Pediatric Therapeutic Services** - This long-term educational partner of PFPCS, continued to support the delivery of our special education programming, specifically related to speech therapy and occupational therapy.
- **Pennsylvania Coalition of Public Charter Schools** — PFPCS participates in this state-wide association of charter schools. Our membership in this organization provides us with current information on charter school legislation and policy, as well as extensive opportunities for professional development and networking. PFPCS has served on the Board in 2006-2007 through present.
- **People for People EARN Center** — Participants in this job-training and placement program, gained valuable work experience while working as volunteers in the charter school’s administrative office, maintenance staff, and food service staff.
- **PFPCS Basketball Team.** PFPCS organized a basketball team that played competitive games afterschool and on Saturdays against other charter schools.
- **PFPCS Student Store.** In 2010, PFPCS was awarded a grant from the Lowes Toolkit for Education to work together with the PFPCS Parent / Teacher Organization to renovate the Student Store. PFPCS parents and Lowes employees volunteered to prepare and restore the store as a place where students can learn basic hands-on principles about managing a business.
- **People for People Credit Union** — Explains banking concepts to 1st, 2nd, and 3rd graders and provides each student in these grades with \$5 to start a savings account, allowing them to have a real-life application for the entrepreneurial education.

- **Philadelphia College of Optometry** — Partners with school nurse to provide vision screening for students.
- **Philadelphia Citizens for Children & Youth** — A children’s advocacy organization — PCCY works with PFPCS staff to ensure that our parents/guardians are aware of medical insurance, health programs, and City services available to our students.
- **Philadelphia Eye Institute** — Partnered with the school nurse to provide vision screening for students.
- **St. Christopher’s Hospital for Children** — Provided the Ronald McDonald Dental Bus to provide free dental care to students, the Eagles Eye Bus to provide free vision care to students, and professional development to nursing staff on emergency issues in pediatric care.
- **Salvation Army** — PFPCS has an ongoing partnership with the Salvation Army, whose facilities are used for physical education and after school programming.
- **Shalom, Inc** — Shalom trained PFPCS’ Comprehensive Student Assistance Program (CSAP) team, and now all our members are certified to manage the CSAP process for 2009-10.
- **Students Run Philly Style** is the only program in Philadelphia that offer marathon training to help young people succeed in life. We do this by connecting students with adult mentors who help them imagine and accomplish goals beyond their dreams, including the completion of the Blue Cross Broad Street Run, a 10-mile, point-to-point course starting at the Central High School Athletic Field at Broad Street and Somerville Avenue and finishing inside the Philadelphia Navy Yard at the end of Broad Street in South Philadelphia.
- **Teach for America** — 2011-2012 was PFPCS’ sixth year partnering with Teach for America, which helps PFPCS to recruit highly qualified and trained teachers for our classrooms.

Parent Engagement:

PFPCS engages parents in the school’s activities in a variety of ways. First, a Back to School Night was held in September 2011, parent/teacher conferences were held in the first and second trimesters, and the school sent frequent written communication to parents to keep parents abreast of disciplinary problems, upcoming events, standardized testing, academic support and enrichment programs, etc.

The school uses the school website, teacher websites, letters, and newsletters to ensure parents and students have access to all of the school’s instructional opportunities. Furthermore, regular communications methods at PFPCS include:

- Back to school rally
- Parent student handbook
- Parent Teacher Conferences — PFPCS requires at least two parent/teachers conferences are held each year (with more provided as needed). The school ensure that conference times are flexible with afternoon and evening opportunities for working parents.
- Report cards — PFPCS provides parents with formal information on the academic performance of their children through three report cards and two interim reports.

- Newsletters — PFPCS sends informational letters home at least once a month, including information on the instructional program and reminders about report card pick-up.
- Communication Folders — Throughout the school year, we often pass along information to the parents through a communication folder taken home weekly by the student. Therefore, it is important that parents convey to their children the importance of taking all notices home, and they should make frequent checks of their child's backpack for school communication.
- Websites — Along with the PFPCS school website, teachers have their own websites where parents and students can go to get additional information.
- Parent Teacher Organization — PFPCS' Parent Teacher Organization meets monthly to discuss issues pertaining to the educational program and Title I programs, student life, and fundraising.
- Parent Information Resource Center — One of the strategies of our transformation model of school improvement is to improve parent access to resources through the development of a Parent Information Resource Center. The school has a designated area that has been prepared and equipped with computers. This center is a place for parents to search for jobs, learn about community resources, and receive training on how to help their children with homework.
- Parent Involvement Coordinator — In an effort to provide ongoing mechanisms for family and community support, PFPCS has hired a Parent Involvement Coordinator funded through SIG. This person provides family workshops on student behaviors, family workshops on academic interventions, family engagement through Saturday programs and celebrations of student achievements and progress.

Additionally, PFPCS boasts an active Parent Teacher Organization (PTO), a parent - teacher group that meets monthly to discuss issues pertaining to the educational program and Title I programs, student life, and fundraising. Since 2009- 2010, PFPCS' PTO will co-sponsor a student uniform recycling program to 1) ensure that all students are complying with the school uniform policy and 2) to help families save by providing their children with uniforms that can often be expensive to purchase new.

The People for People Charter School is committed to involving parents, family and the surrounding community in programs that improve the quality of our students' educational experience. Our hope is that parents and interested community members who are active partners in their child's education will promote school pride and better achievement within our student body. Therefore, parents are encouraged to volunteer at the school a minimum of four hours per month. Additionally, parents are also encouraged to be a part of the Parent-Teacher Organization (PTO), which promotes communication and activities among administrators, teachers and parents. Meetings are scheduled in the evening once a month; flyers are sent home with the students.

Furthermore, the People for People Charter School encourages ongoing communication between parents and teachers. Parents who wish to set up a conference should feel free to call the office and arrange for a conference at their earliest mutual convenience. Teachers will contact parents if there is a problem with an individual student's work, attitude, health, or behavior at school. At that time, either the teacher or the parent may request a conference. Teachers may not discuss individual students with parents in the classroom, hallway, schoolyard,

etc. during school time. Such "informal conversations" can distract from the educational program.

Most importantly, the Board of Trustees includes two voting members who are parents of students enrolled in the charter school. 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 so that any parents interested in attending are made aware of upcoming meetings. Finally, when the school is required to develop a specialized board or task force, we make a concerted effort to recruit parent representatives via the Parent Teacher Organization and from all parents of PFPCS students.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

In 2011-2012, the PFPCS Board of Trustees did not conduct any major fundraising activities. Smaller, student-driven fundraisers (i.e. pizza kit sales, pretzel sales, dress down days, etc.) were conducted throughout the year, the proceeds of which went toward the student activities, graduation

Additionally, PFPCS has a history of aggressively pursuing grant monies to support its educational program. In 2011-2012, PFPCS was awarded over \$100K for a variety of grant programs including:

- Race to the Top LEA Grant (Teacher Professional Development and Evaluation)
- J.P. Mascaro & Sons Respect Program (K-12 Environment — Recycling/Composting)
- PA Department of Education Food Service Equipment Grant (Walk-In Cooler/Freezer)
- Nonprofit Finance Fund Childcare Initiative (Indoor Playground and Game Room)
- Great American Salad Bar Project (Salad Bar)
- Best Buy Children's Fund (Game Room Technology Equipment)

In 2011-2012, PFPCS' new Director of Development will continue to lead a coordinated strategy for raising funds through corporate, foundation, and private / individual giving to support our educational initiatives

Fiscal Solvency Policies

PFPCS has a \$250,000 working capital line of credit with Sovereign Bank, which provides the school with 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.

Additionally, the school maintains an on-site Business Manager and an education management company — OmniVest Management, LLC — to provide back-office support and ongoing financial planning services. OmniVest Management prepares monthly financial packets which are shared with the school administration and are presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly.

The school understands that the biggest indicator of fiscal solvency is a fund balance capable of absorbing from 2-3 months of operating expenditures. However, since 2006-2007, the school has been operating as a going concern (2006-07 and 2007-08) and ended 2008-2009 with an un-audited deficit of approximately \$276,000. The school worked diligently to develop a conservative 2009-10 financial plan, which resulted in a surplus (however, smaller than expected). In 2010-2011, PFPCS had a (unaudited) fund balance of \$38,944. Through the development of a Finance Committee, which convened monthly, and a new budget-tracking system aimed at tracking expenditures that have traditionally ran over budget (e.g. food, consumable supplies), the school will continue to build up the fund balance and become more solvent. In 2011-2012, this fund balance improved even more to an un-audited surplus of just over \$110K.

The Audit/ Finance shall consist of not less than one (1) member of the Board to be elected from among the voting Trustees, one (1) member of the School's administration to be appointed by the Board Chairperson, and one (1) member of the School's external management company as applicable to be appointed by the Board Chairperson. The committee shall meet no less than four (4) times per year. The committee shall 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 shall review 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).

Accounting System

PFPCS contracts with OmniVest Management, LLC to provide its back office and fiscal management services. OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. PFPCS 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) 34. In 2011-2012, the school implemented the new GASB 54 requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- PFPCS - PRELIMINARY FINANCIAL STATEMENTS 2011-2012

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

The school's Board of Trustees has engaged the audit firm of Zelenkofske Axelrod LLC, located at 2370 York Road, Jamison, PA 18929, to conduct our audit for the fiscal year ended June 30, 2012. The audit report for fiscal year ended June 30, 2012 is expected to be completed in October 2012. PFPCS will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion.

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

- The auditor's reports expressed an unqualified opinion on the financial statements.
- There were no deficiencies disclosed relating to the audit of the financial statements and reported in the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards. There were no instances of noncompliance material to the financial statements.
- There were no instances of noncompliance material to the financial statements disclosed during the audit and reported in accordance with Government Accounting Standards.
- There were no significant deficiencies in internal control over major federal award programs (i.e. Title I — Improving Basic Programs), and the Independent Auditor's Report on compliance for the major federal award programs for PFPCS expresses an unqualified opinion on all major federal programs.
- PFPCS qualified as a low-risk auditee.

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

- PFPCS - AUDIT 2010-2011
- PFPCS - AUDIT ENGAGEMENT 2011-2012

Citations and follow-up actions for any State Audit Report

PFPCS has not undergone a state audit conducted by the Auditor General in any year. In 2011-2012, PFPCS forwarded our Financial Statements and Supplementary Information for the year ended June 30, 2011 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

SECTION VII. FACILITY RESPONSIBILITIES

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

In 2011-2012, PFPCS invested approximately \$178K on various facilities projects and equipment. About \$40K of that amount was spent on furniture and fixtures as well as improvements (carpet). Additionally, the school purchased \$16K worth of equipment primarily kitchen-related (large walk-in cooler). The largest investments (\$122K) were in technology and technology infrastructure (servers, wiring, access points, etc.) funded largely through eRate and EETT.

Future Facility Plans and Other Capital Needs

People for People Charter School has no major capital expenditures predicted with the exception of minor expenditures for repair, maintenance, and replacement costs.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Safety

In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, fire drills are conducted at least 10 times per year for the charter school located on floors 2 through 6 (in accordance with The School District of Philadelphia Policy and Procedure Number 110.4 and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code).

The school follows the foregoing fire evacuation procedures:

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

Health

The school employs a full-time Licensed Practical Nurse. A Certified School Nurse (CSN) visits the school every week from September through June and signs-off on all health records and advises the school nurse as needed. A medical doctor (MD) is available via on-call for consultations on an as needed basis.

Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains the physical record, copy of immunization records, screening results, pupil medical history, emergency control form, any professional observations, progress notes, problem list with follow up, copy of any nursing care visits, medical administrative release forms, and doctors' prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room in a locked file cabinet, available to the CSN and school nurse. Records are reviewed every month to maintain accuracy.

As part of PFPCS' last renewal process, an external audit company (Mitchell & Titus, LLP) was hired by the School District of Philadelphia to review the school's records and adherence to policies and procedures. As part of this audit, the auditor reviewed 25 student health files (pulled at random) to insure that both health records and immunization records were maintained appropriately; and no exceptions were found.

The nurse is a member of the Charter School Nurses Network, which keeps PFPCS abreast of developments in health services for children and youth. Through the National Association of School Nurses, the nurse received training in disaster preparedness for school nurses and school emergency triage training in November 2008.

The Pennsylvania Department of Education's "Request for Reimbursement and Report of School Health Services" for 2011-2012 must be submitted by PFPCS to the Division of School Health by September 30, 2012. At the time of this report's submission, PFPCS had not submitted the 2011-2012 reimbursement form, but evidence of 2010-2011'S report submission is attached to this report.

Finally, PFPCS 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, PFPCS has developed and implemented a school Wellness Policy. A copy of the letter approving this policy, as well as the policy itself, is attached to this report.

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

- PFPCS - HEALTH REIMB REPORT 2010-2011
- PFPCS - PDE 4101
- PFPCS - WELLNESS POLICY
- PFPCS - WELLNESS POLICY APPROVAL LETTER

Current School Insurance Coverage Policies and Programs

For the 2011-12 school year, PFPCS procured insurance coverage through the insurance brokerage firm, The Addis Group, as detailed on the attached ACORD Certificate of Liability Insurance. Our policy is valid through August 29, 2012.

People for People understands that the School District of Philadelphia's insurance requirements for charter schools have been revised and this policy meets those requirements. These changes include increases in coverage in Fire Damage or Fire Legal Liability, in Employer's Liability per each accident/bodily injury by accident or by disease, and in Excess/Umbrella Liability. We will ensure that our policy beginning August 27, 2012 continues to meet these requirements.

Additionally, PFPCS provides its full-time employees and their families with personal health insurance 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).

Current School Insurance Coverage Policies and Programs - Attachment

- PFPCS - ACORD 2011-2012

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

At the start of the 2011-2012 school year, PFPCS' professional staff totaled 49 members, 25 of whom returned from the 2010-2011 school year (a 55.6% retention rate for all professional staff). Of the 44 professional staff members employed at the end of the 2011-2012 school year, we anticipate that 43 will return for the 2012-2013 school year — an anticipated 98% retention rate for next year. 44 of the 49 professional staff members employed at PFPCS in 2011-2012 were with the school for the entire school year (approximately 90%).

In accordance with a condition of our charter renewal and in compliance with Act 22, PFPCS anticipates making higher than normal staff turnover to meet the 75% certification requirement. PFPCS exceeded the State certification requirement in 2011-2012 with 83% of our staff holding the appropriate certification for their position.

	% of Staff Returning From Previous Year
2011-2012	55.6%
2010-2011	60%
2009-2010	73.9%
2008-2009	66.6%

2007-2008	72.0%
2006-2007	52.4%
2005-2006	75.6%

The typical reason for teacher turnover include the school's efforts to increase staff certification and HQT levels as well as our partnership with Teach for America, in which talented, young professionals teach for a two-year period and then often leave the classroom to take positions in education policy, administration, and public service.

A copy of PFPCS' PDE-414 for 2011-2012 is attached to this report. Our PIMS Staff ACS Statement and HQT, Course Instructor, and Course Enrollment ACS are also attached. Our HQT percentage for 2011-2012 was 100%

Quality of Teaching and Other Staff - Attachments

- PFPCS - HQT COURSE INSTRUCTOR ACS 2011-2012
- PFPCS - LEA STAFF PROFILE ACS 2011-2012
- PFPCS - PDE 414 2011-2012

Student Enrollment

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

In the admission of students, the People for People Charter School will comply 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 our 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. Also, first preference is given to students who reside in the School District of Philadelphia.

Specifically, PFPCS follows the following steps for admissions:

1. Each year, the school establishes a deadline for parents/guardians to submit applications for new student admission. This deadline (typically May 1) is posted in the school office and on all application materials.
2. Beginning in January admissions applications are made available in the school office. On these traditional application forms, parents will be required to provide basic student data (name, parent and/or guardian, contact information, current school attending if any, etc.) as well as indicate if they have another child currently enrolled in the charter school.

3. The school determines the number of available spaces in each grade, accounting for re-enrollment of current students. If the number of applications for new students (filled out completely and submitted by the stated deadline) is equal to or less than the number of slots available in each grade, all applicants will be accepted into the school. If the number of completed applications exceeds the slots available in each grade, a lottery will be conducted to determine who will be admitted to the school and, if they are not admitted, what spot they occupy on the waiting list. The lottery will be conducted by an independent party. Preference will be 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. Also, first preference will be given to students who reside in the School District of Philadelphia.
4. Admissions notification are sent to all parents/guardians who submitted applications for new students — Enrollment packets sent to those parents of children who have been accepted and waiting list notification sent to those parents of children not selected in lottery (if necessary).
5. Parents must submit enrollment paperwork to PFPCS by a date explicitly stated in the enrollment packet (typically June 1 or 15).
6. Anyone who applies after the lottery has been conducted will be added at the end of the waiting list on a first-come, first-served basis.
7. If a space becomes available during the school year, students will be enrolled based on their spot on the waiting list.
8. Students who have been expelled from school because their behavior reflected concerns for their personal safety or for the safety of others will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with the State Board of Education regulations.

Note: to comply with laws pertaining to special education — and because our school is truly committed to providing an outstanding educational program to all students — the school will only conduct special education screening or request current IEPs for students after students have been enrolled in the charter school.

Re-Enrollment

Each year, PFPCS will send a form to parents/guardians of students currently enrolled in the school asking them to indicate whether or not they desire to reenroll their child(ren) for the next academic year. A deadline for submitting the form will be explicitly stated (typically May 1). Enrollment for the next year will be guaranteed to all students whose reenrollment forms are submitted by the specified deadline.

Lottery

Each year, the People for People Charter School uses OmniVest Properties/Management, LLC as an independent third-party facilitator of the admissions lottery.

Anticipating that the number of student applications would exceed the number of attendance slots available each year, PFPCS schedules the admissions lottery for sometime in May.

Prior to the lottery date, the PFPCS's administrative assistant (Ms. Lyza Rosario) provides OmniVest's representative with a database of students who applied for admission for the upcoming school year. Siblings of students currently enrolled in the charter school are noted. Parent contact information and the students' home addresses are also included in the database.

OmniVest uses the above-noted data base to prepare the lottery. Students residing in Philadelphia are given first preference. Siblings of students currently enrolled at PFPCS are given secondary preference. No other preference is given.

OmniVest conducts the lottery, and the lottery is witnessed by PFPCS' Director of Operations Mr. Andre C. Williams. During the lottery, every applicant in each grade is randomly assigned a number via a raffle. Initial enrollment and enrollment throughout the school year is to be made in this order. Anyone applying on or after March 30, 2011 will be added at the end of the list on a first come first serve basis.

Following the lottery, OmniVest provides PFPCS with a signed copy of the lottery results in PDF format, as well as an electronic version of the database. Admissions and enrollment procedures following the lottery are supervised by PFPCS' Director of Operations.

These lottery procedures are compliant with Act 22 of Pennsylvania (the Charter School Law) and The People for People Charter School's Admissions Policy.

Waiting List

During the lottery, every applicant in each grade will be randomly assigned a number. Initial enrollment and enrollment throughout the school year is to be made in this order. Anyone applying after the application deadline will be added at the end of the list on a first come first serve basis. For example, there are 34 applicants for 5th grade. During the lottery, these students will be randomly assigned a number (via raffle) from 1-34. If there are 5 available seats in the 5th grade for 2012-2013, then students ranked 1 through 5 will be extended admission. Students numbered 6 on will comprise the waiting list. If anyone declines admission or if a space opens up during the year, then admission will be extended to the next student on the list. If a student applies for admission after the lottery is conducted, they will be assigned the next number on the list (i.e. #35 and so on).

The waiting list does not carry over from one year to another; students must reapply for the upcoming school year and again be part of the lottery, if required.

Diverse Student Population

The People for People Charter School has maintained a waiting list every year in its current charter term, and, as such, funding is not invested into advertising for student enrollment. However, the school is open to all students throughout the Commonwealth (with

preference for those residing in Philadelphia), and the school ensures diversity by having a blind admissions policy as detailed above.

In accordance with § 17-1723-A of the Charter School Law, the People for People 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.

People for People draws students from 34 zip codes in Philadelphia, with the highest concentration (57%) of students residing within the North and Upper North districts of Philadelphia (Note: The school is located in the North district).

For the upcoming school year (2012-2013), the number of applicants again exceeded the number of available seats in the school, and, as such, a lottery was conducted on May 7, 2012 by Ms. Reiser of OmniVest Management, LLC. All students who had applied by the stated deadline were eligible for the lottery, and the position of students on the waiting list was also determined by a random lottery. As seats opened in the school, enrollment was extended to the highest ranked student on the waiting list.

A copy of PFPCS' Admissions Policy is attached to this report.

Our application for the 2013-2014 school year will be available in late December or early January and will be available in English and Spanish formats to ensure equitable access to our school. The application will also include a contact number for anyone who wishes to receive the application in a language other than English or Spanish. The date of our admissions lottery is published in our school calendar, on the application form itself, and is communicated to the school District of Philadelphia's Charter Schools Office.

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

For 2011-2012, 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.**

PFPCS Enrollment History

	Initial enrollment	Number dropped	Number added	Year End
K	94	7	4	91
1	70	7	12	75
2	58	11	14	61
3	57	4	8	61
4	60	2	6	64

5	53	3	6	56
6	43	4	3	42
7	53	4	2	51
8	43	4	0	39
Total	531	46	55	540

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

PFPCS had 4 expulsions in 2010-2011. The remaining 42 withdrawals were voluntary.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

PFPCS has a traditionally high student retention rate — typically more than 95% of students who were enrolled at the close of the school year reenroll for the upcoming year. In 2012-2013, we expect 100% of the 501 K-7 students who ended the 2011-12 school year will continue their education at PFPCS. The last few years have shown a shown a stabilization of our student population during the school year. In 2011-2012, PFPCS' student turnover rate for 2011-2012 was only 8.7% (which is relatively low for a school of choice). This represents a 3.4% decrease from the 12.1% turnover rate in 2010-2011. The chart below shows the turnover rate for the last seven years.

	Turnover
2011-2012	8.7%
2010-2011	12.1%
2009-2010	7.3%
2008-2009	9.5%
2007-2008	9.2%
2006-2007	11.8%
2005-2006	18.7%

As the chart indicates, the PFPCS rate of student turnover has stabilized since our worst year of 18.7% student turnover. After a slightly higher rate in 2010-2011, the PFPCS administration worked to implement adequate student support processes (i.e. RTI, discipline) with fidelity to yield a stable and peaceful learning environment. This strategy, along with other school improvement strategies implemented in 2011-2012, helped to stabilize the student population throughout the school year.

Student Enrollment - Attachment

- PFPCS - LOTTERY AND ADMISSIONS POLICY 2012-13

Transportation

The school owns and operates four (4) 72- passenger school buses and one (1) 28-passenger bus and contracts with the SDP for six (6) additional school buses. However, the school receives reimbursement for transportation provided by the school's four passenger buses also. With the aid of the Philadelphia School District, PFPCS provides bus service to all students who qualify. Kindergarten students are not eligible for transportation, and parents must make other arrangements. Students in grades 6-8, who live outside the qualifying radius, receive free SEPTA transpasses.

Of the 92 students with disabilities served at PFPCS in 2011-2012, three students required transportation to and from their Approved Private Schools and two students required specialized transportation in the form of a one-on-one bus aide as a related service in her IEP. PFPCS understands that any student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that a specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, PFPCS will provide this service at the school's expense. When PFPCS' special education services were last audited by PDE's Bureau of Special Education, no fault was found with our transportation accommodations.

Finally, as an added feature of our transportation program, PFPCS uses our privately owned buses to provide door-to-door transportation to students participating in our out-of-school time programs/activities After School Program, Summer School, and our Extended School Year program.

Food Service Program

PFPCS participates in the National School Lunch Program (NSLP), which provides free and reduced lunch, breakfast, and snack to our students. The percentage of students from low-income families whom are eligible for free and reduced lunch and participated in this program in 2011-2012 was 80.1%.

In an effort to improve the quality of food served to students as well as the overall lunch experience, PFPCS has implemented the Eatiquette lunch program through the Vetri Foundation in 2011-2012. Eatiquette aims to transform a child's lunch from the traditional cafeteria assembly line to an environment where children gather around round tables, pass plates of food to one another, and experience social interaction and communication. Family style eating creates an interactive environment where kids don't just eat lunch, they dine. Teachers and adult volunteers model for students how to set a table, how to work together as a team, how to try new foods. Children learn to serve each other, to respect those who prepared their food, and to appreciate how healthy food can make you feel. They leave the lunch room fueled up both physically and psychologically, ready to tackle the afternoon's learning challenges.

Children sit at round tables that fit 8 to 10 in a freshly repainted and welcoming dining room. This configuration allows children to pass food easily and conduct conversation. Each child gets to be table captain for a week, wearing a special chef coat and set the table, and encourage their friends to try the new food, use good manners, and be involved with conversation. The chef announces the menu for the day (main menu and dessert), what

ingredients were used, and how it was prepared — all food is prepared fresh each day. All children help clean up, stacking plates and scraping leftovers onto a serving tray, and wiping down the table.

Student Conduct

People for People Charter School is committed to respecting the rights of others. Rules governing discipline and conduct are written so that parents, students, teachers and administrators know what is required of students. Parents, teachers, staff, school administrators and the Board of Trustees are responsible for helping students develop self-discipline. By working together under clearly stated and consistently enforced regulations, we can administer firm and fair discipline practices.

PFPCS's Student Code of Responsibility is detailed in the student handbook (attached to this report) and provided to students and families at the beginning of the school year. Students know what is expected from them and sign a contract stating their agreement to follow the rules. Students are expected to:

- Listen and follow directions
- Come to school prepared to learn
- Treat others as we would like to be treated
- Respect our environment
- Try our hardest

PFPCS believes that promoting a safe and secure school environment is a partnership in responsibility. As such, PFPCS is committed to respecting the rights of others. Rules governing discipline and conduct are written so that parents, students, teachers and administrators know what is required of students. Parents, teachers, staff, school administrators and the Board of Trustees are responsible for helping students develop self-discipline. By working together under clearly stated and consistently enforced regulations, we can administer firm and fair discipline practices.

Positive Behavior System

Student success is celebrated on a variety of levels at PFPCS. We abide by a school-wide set of core values: Mindful, Achieving, Professional, Prepared (MAPP). These core values center on respectful, achieving and prepared scholars that are headed to college. As a school, we reinforce these values through our merit and demerit system. PFPCS has implemented this system since September 2011 in the upper grades (5-8) and incorporated the 1st-4th grade in the spring. The merit system is a system of rewarding and encouraging positive student behaviors. A merit is an earned reward for students that display behaviors consistent with our core MAPP values. Students can earn merits for academics as well as behavior and effort. The merit system is school-wide and students can earn merits in all classrooms. To reward students for exhibiting the school's core values by earning merits, PFPCS holds a variety of reward events including game days, movie days, trips, etc. Additionally, the school holds merit auctions where students can use their accumulated merits to bid on a variety of items.

Teachers constantly work to promote a positive classroom culture that celebrates student improvement in academic performance, behavior, citizenship, and attendance. Student work is posted on classroom walls, displayed in hallways, and featured in our front office. Teachers call parents at home to notify them directly about a student who performs especially well on a benchmark exam and/or meets and exceeds behavior goals in class. School wide, PFPCS holds awards assemblies to honor student achievements (end of the year trip, honor roll, Student of the Month, Most Improved Student, Outstanding Attendance, "Caught in the Act", etc.) and implements several incentives and celebrations (e.g. JAMZ roller skating parties, middle school dances, the PFPCS Carnival, field trips) to recognize strong PSSA results, good attendance, or good grades. The parents of the students are invited and strongly encouraged to join all of these events to share in the celebration of their students' success.

Anti-Bullying Program

People for People Charter School has an approved Bullying/Cyber-Bullying policy. This policy stresses the importance of a safe school environment for students to learn and achieve high academic standards. Bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. PFPCS prohibits both active bullying and passive support of bullying. The staff encourages students to walk away from these acts when they see them, constructively attempt to stop them, or report them to an adult. PFPCS works with Suie & Weaver Associates who work with students in the 7th and 8th grades to teach them about professionalism of life. This includes the importance of positive relationships and not getting caught up in cyber-bullying online.

The school has several interventions in place to implement in the case of bullying including counseling, peer mediation, and parent meetings. Initially, school staff will have one-on-one discussions with the different parties involved to get a clear idea about the situation and then they will engage in peer mediation to try and work out the situation. The school's aim is to emphasize that nobody is bad, everyone makes mistakes, but it is how you fix them and develop good relationships (verbal and written) that matters.

Consequences for Inappropriate Behavior

In order to clarify the consequences and sequence of discipline, the school created a Student Behavior Grid. This grid is used to assist faculty, students, and staff to maintain order in the learning environment. As a result, it can be updated annually, used as a guide for the faculty, and implemented by the administration. A copy of the behavior grid is attached.

Peer Mediation

PFPCS runs a peer mediation program in which students work with the school disciplinarian or school social worker to resolve conflicts before they become larger issues. The goal of peer mediation is to reduce conflict and provide children with problem-solving skills. The conflicts that lend themselves to peer mediation include interpersonal disputes like friendship issues, verbal harassment, spreading rumors, physical aggression, or other bullying behaviors. Students can refer themselves or teachers can make referrals for peer mediation; disputants, however, must voluntarily participate.

Merit/Demerit

PFPCS' merit/demerit is used to track student behavior. Students earn demerits by not following the MAPP values (Mindful, Achieving, Professional, and Prepared). Teachers must give a student a warning before giving a demerit and cannot give multiple demerits for the same infraction. Demerits have been incorporated into the discipline policy and if a student accumulates three demerits in one day must attend daily detention during the enrichment block. PFPCS has established 8 demerit categories: Late to class/school, uniform violation, not following directions, horseplay, unprepared for class, disrupting class, out of designated area, or riding the elevator. Students are able to 'buy' back demerits prior to auctions or reward days by writing an essay about the infraction. PFPCS believes in giving students a clean slate — so every six weeks the demerit count is erased and students can focus on earning merits by exhibiting the MAPP values.

Detention & In-School Suspension

PFPCS runs a daily detention during the enrichment block for students who exceed the demerit threshold as well as immediately for certain infractions (repeated disruption of class, cheating on a quiz or exam, or cursing at a teacher). During daily detention, members of the school's discipline team guide reflection and students write about what they can do differently and discuss the correct behaviors to exhibit.

If a student receives five or more demerits in a week, they are required to attend Saturday Detentions, and three Saturday Detentions will lead to an in-school suspension with the school disciplinarian. PFPCS' goal is to promote positive behaviors as much as possible and disincentivize negative behavior without increasing out-of-school time (out of school suspensions).

DISCIPLINARY PROCESS

PFPCS' 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 PFPCS, 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

It is important to note that all students are expected to abide by the PFPCS Code of Conduct. In

accordance with Pennsylvania law, all students at PFPCS (including special education students) are protected by due process procedures regarding disciplinary exclusions. However, PFPCS 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 PFPCS 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, PFPCS 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.

Attached to this section, you will find our Bullying Policy, Code of Conduct, list of students expelled in 2011-2012, as well as the behavior grid that anchored the new Merit/Demerit system.

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 2011-2012, 99 students were involved in 125 suspension incidents.

We are attaching a copy of the 2011-2012 Violence & Weapons, Suspension, Expulsion, and Truancy reports submitted to PDE through the PIMS Safe Schools Report, as well as a list of expelled students, with their name, grade, and address.

Student Conduct - Attachments

- PFPCS - BEHAVIOR GRID
- PFPCS - BULLYING POLICY
- PFPCS - CODE OF CONDUCT 2011-2012
- PFPCS - EXPULSION LIST 2011-2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The People for People 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 People for People 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: Mr. Andre C. Williams **Title:** Director of Operations

Phone: 215-763-7060 **Fax:** 215-763-6210

E-mail: acwilliams@pfpcs.org

Signature of the Chief Executive Officer and Date

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

Name: Rev., Dr. Herbert H. Lusk, II **Title:** Board Chairperson

Phone: 215-235-2340 ext. 1701 **Fax:** 215-235-8345

E-mail: hhl32@peopleforpeople.org

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

Name: Ms. Jasmine Mazzola **Title:** Special Education Coordinator

Phone: 215-763-7060 **Fax:** 215-763-6210

E-mail: jmazzola@pfpcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- PPFCS PD Plan Signature Page 2009-2010