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# Pennsylvania Department of Education

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

**Charter Annual Report**  
Tuesday, May 07, 2013  
(Last Accepted: Tuesday, May 29, 2012)

**Entity:** John B Stetson Charter School  
**Address:** 3400 B Street  
Philadelphia, PA 19134

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2012 - 2013

**Name of School:** John B Stetson Charter School

**Date of Local Chartering School Board/PDE Approval:** May 2010

**Length of Charter:** 1 Year    **Opening Date:** September 7, 2010

**Grade Level:** 5th to 8th Grade    **Hours of Operation:** 8:00am - 4pm

**Percentage of Certified Staff:** 80%    **Total Instructional Staff:** 58

**Student/Teacher Ratio:** 20:1    **Student Waiting List:** 0

**Attendance Rate/Percentage:** 92

## Summary Data Part II

Enrollment: 714 Per Pupil Subsidy: 8,608.00

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	3
Black (Non-Hispanic):	117
Hispanic:	590
White (Non-Hispanic):	12
Multicultural:	4

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 100%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 142

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	181	0	181
Instructional Hours	0	0	0	0	1267	0	1267

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

John B. Stetson Charter School hereonreferred to as Stetson is located at 3200 B

Street, bordering on Northeast,Philadelphia. Stetson had an average of 714 students enrolled during the 2011-2012 school year.

Stetson Charter School was founded byASPIRA Inc. of Pennsylvania. Our founding organization's mission is to offer a bilingual, bicultural, academically enriched education that draws from the social, historical experiences of Puerto Ricans and other Latinos living in the United States. Our academic program is characterized by the use of technology, project based learning and a commitment to community building, critical and high academic standards.

The Program Goals are:

Core values (Integrity, Respect,Honesty, Citizenship, Cooperation, Responsibility)

## Community as a Classroom

### Use of Technology as a tool to enhance learning

#### Academic Goals are:

#### Obtaining high academic achievement, critical thinking and teaching skills to ensure:

- 8th grade graduates can proficiently express themselves orally and in written form  
in English
- all students will be proficient in using technology as a tool to enhance learning
- every student will be fully proficient and advanced as measured by the PSSA by  
2014
- every student is an involved member of the community by being a positive  
contributor to the community at large.
- all students will graduate being ready to compete academically at the high school  
of choice

#### Core beliefs:

- Founding Organization & Community Partners, ASPIRA, Inc. of Pennsylvania
- Project based hands on instruction
- Community projects with students in partnerships with CBO's (Community  
Based Organization)
- Leadership opportunities for student growth within the school community
- The use of Technology in all aspects of teaching and learning for all stake holders  
(students, staff, parents and community)

Stetson's mission lends itself to providing Latino and non-Latino students with a quality education that is culturally and technology rich as well as emphasizing the core values of honesty, respect, integrity, responsibility, cooperation, and citizenship.

The school has an appointed Board of Trustees that adopts these policies. The Chief Academic Officer governs the operation of the school. The principal is responsible for the daily management and operation of the school, staff and students.

The Home and School Association serves as a partner to the school. The President of the Home and School Association serves as a voting member of the board. The Home and School Associations mission is to serve as another avenue to bridge the partnership between our students' families and the school's family in an effort to support strong communication, fundraising, and to enhance parent involvement. Meetings are usually held during the day and again in the evening, to allow working parents the opportunity to attend.

## **Mission**

Stetson Charter School offers a bicultural, academically enriched curriculum that draws from the social, historical experience of the Puerto Rico Puerto Ricans living in the U.S. Our academic program is characterized by project-based learning, a commitment to community-building, as well as critical and high academic standards. Technology is an integral part of our school environment which includes a two start of the art computer labs, interactive boards in some classrooms, mounted projectors in some classrooms.

Stetson's technology mission can be summarized by three principles:

1. To support and enhance learning through technology in every area of the curriculum.
2. To ensure that all learners become competent and confident users of technology.
3. To improve productivity and communications for all stakeholders including administrators, teachers, students, and families.

School Leaders are categorized as Academic Leaders where everything is linked to student learning. All instructional staff model life long learning by means of attending continuous weekly professional developing focusing on supporting and developing good teaching and, ultimately, improving student achievement. This model is supported by ASPIRE model based on Phocused on Learning, Inc, increase research on best practices for student achievement. This system encompasses classroom observations and walkthroughs, job-embedded professional development and school based career opportunities for teachers and principals.

## **Vision**

John B. Stetson Charter School believes that education empowers students, parents, and their families and that social action will foster positive change within their communities.

Our mission is to provide a bicultural academically enriched program in English that enables students to make the most of their individual talents.

The academic curriculum is derived from the unique and proud history of the island of Puerto Rico, as well as the social and historical experiences of Puerto Ricans living in the United States.

Students are encouraged to seek meaning from both their personal and shared community experiences.

Our teaching methods are based upon the principles of Paulo Freire and John Dewey's "Theory of Action Outside the Classroom". This is realized through the use of hands-on, project centered learning, with emphasis on development of critical thinking skills, and high academic standards. Our teachers are also active learners. In addition to their traditional role as purveyors of knowledge they view teaching and learning as a life long process.

Our school's core values are integrity, honesty, kindness, citizenship, cooperation, fairness, responsibility, and the pursuit of excellence. School colors are navy and light blue and the school mascot who exemplifies our strength, power, and determination is the stallion.

## **Shared Values**

We believe that school should be a place that is characterized by respect, critical thinking, democratic classrooms, and the vigorous challenges that are essential to maximize every student's potential. In addition, at the core of Stetson Charter School is the unity and empowerment of the community, parents, students, teachers, and staff of the school.

### **Shared Values**

These values are to govern the life, process, and spirit of the school. They are entities that belong to all individuals and serve as the basis and structure of our innovative school. Their meaning and significance will sustain the school's solid principles.

**Citizenship**—Helping to create a society based on democratic values, i.e., promoting equal opportunity, due process, representative government, checks and balances, rights

and responsibilities, democratic decision-making, rule of law, and reasoned argument.

**Cooperation** — Working together toward a common goal, and problem solving toward human survival in an increasingly interdependent world.

**Fairness** — Treating people impartially, not playing favorites, being open minded and maintaining an objective attitude toward those whose actions and ideas are different from our own.

**Honesty** — Dealing truthfully with other people, being sincere, not deceiving or stealing from other people, not cheating, not lying.

**Integrity** — Standing up for your beliefs about what is right and what is wrong, and resisting social pressure to do wrong.

**Kindness** — Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

**Pursuit of Excellence** — Doing the best with the talents we have; striving toward a goal and not giving up.

**Respect** — Showing regard for the worth and dignity of someone or something; being courteous and polite; judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people and respect for all forms of life and the environment.

**Responsibility** — Thinking before acting and being accountable for our actions; paying attention to others and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

## Academic Standards

Stetson's curriculum is aligned with the Pennsylvania content standards.

Stetson Charter School has adopted the following courses of study:

### Reading/Language Arts:

Grade 5 Harcourt, Storytown

Grades 6-8 Prentice Hall, Literacy Program

### Mathematics:

Grade 5 :Everyday Mathematics

Grades 6-8 Prentice Hall:Mathematics Program,

### Science:

Grades 5-8 Interactive Science, Pearson

### Social Studies:

Grades 5 U.S. History, Holt

Grades 6 and 7 Eastern/Western Hemisphere, Holt

Grade 8 U.S. History, PrenticeHall

These publishers have provided the school with documentation verifying that the series are aligned to PA state standards. They have also provided teachers with Professional Development for ensuring that teachers are using the series in a manner to ensure mastery of standards.

PSSA results, Benchmark Test, Curriculum Assessments and Diagnostic Reading and Math Assessment Results provide the school with rich data in determining whether or not students are meeting the standards. The Data is used to make adjustments in the curriculum, individualized instruction and provide additional professional development for teachers.

## **Academic Standards**

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Assessment Results provide the school with rich data in determining whether or not students are meeting the standards. The Data is used to make adjustments in the curriculum, individualized instruction and provide additional professional development for teachers.

## **Strengths and Challenges**

John B Stetson Charter School Strengths and Challenges are as follows:

Strengths:

1. Partnership with Success Schools—alternative education provider that was housed on our 4<sup>th</sup> floor—they serviced 90 of our students who struggled the most both academically and behaviorally.
2. Stetson's strong Code of conduct, maintained a safe and orderly environment which was conducive to learning.
3. 100% inclusion of Special Education students in the regular education classroom.
4. Standards Based and project based arts programs including music, physical education, dance/movement, computer technology and art. Electives were also offered: Chess, keyboard, Salsa dancing, photography, and robotics.
5. Equipping every teacher and laptop. The entire building has internet wireless capability. All middle school literacy classrooms are equipped with a mounted LCD projector and an interactive mobile white board (Promethean).
6. Introduction to the Implementation of the ASPIRE Program . The ASPIRE program is designed to help support and develop good professional development on best practices and strategies that will allow us to reach our intended school goal. Through ASPIRE each teacher was assigned a Master teacher that provided ongoing coaching and mentoring.

7. Daily student attendance was above 92% throughout the year.
8. Above 90% of parents attended Report Card Conferences.
9. 99% of the students participated in the PSSA, and AccessExams.
10. Staff attends weekly professional development at least 2times a week for a total of 3.5 hours of Professional Developmenteach week.
11. Successful Partnership with ASPIRA Inc. of Pennsylvania whoprovides Leadership Workshops for students and ParentInvolvement initiatives.
12. Middle School SportsPrograms—Basketball, Baseball, Lacrosse, Soccer, Track, and Golf.

Areas of Improvement:

1. Technology: Although we currently have a state of the art facility and equipment, weneed to provide more professional developmenton how to infuse technology into the daily instruction. We need to provide teachers withmore professional development on how to use the interactive curriculum (e books) for themiddle grades. More laptop computers and interactive whiteboards are neededthroughout the building to support the instructional program.

2.Instruction: Content based professional developmentis needed in guided reading and literature circles and the "backwarddesign" approach for writing. We also need to continue to work improvingthe quality of rigorous instruction that is being provided in the classrooms.

3. Student Information System: We are in the process of fully implementing power school for the 2012-2013 school year.

4. PSSA- Improve the percentageof students in Reading and Math Advanced and Proficient Levels.

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

### **Strategic Planning Process**

The Leadership team meets on aweekly basis. The team consists of: parents, administrators, Special Education Coordinator, and master teachers. The Leadership team

gathers and analyzes data from PSSA, Study Island Benchmarks, parental/teacher feedback, student report cards and Individual Student Reading Inventories to create an improvement plan for the upcoming school year.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Delvalle, Judith	PTA President	Parent	Parents
Fisher, Kara	John B. Stetson Charter School	Middle School Teacher	Renato Lajara, Principal
Hirsch, Kelly	John B. Stetson Charter	Elementary School Teacher	Renato Lajara, Principal
Lajara, Renato	John B. Stetson Charter School	Administrator	Evelyn Lebron
Lui, Ambrose	Arts Rising Foundation	Community Representative	Renato Lajara
Mangels, Greg	John B. Stetson Charter School	Administrator	Renato Lajara, Principal
Martinez, Christine	John B. Stetson Charter School	Ed Specialist - School Nurse	Evelyn Nunez CAO
Martinez, Richard	ASPIRA	Ed Specialist - Instructional Technology	Aspira
Melendez, Jennifer	John B. Stetson Charter School	Elementary School Teacher	Renato Lajara
Mullin, Thomas	John B. Stetson Charter School	Administrator	Evelyn Lebron, Chief Academic Officer
Nunez, Evelyn	ASPIRA	Administrator	Board of Trustees
Ostrich, Susan	Aspira	Administrator	Evelyn Lebron
Trench, Carol	John B. Stetson Charter School	Administrator	Renato Lajara

## Goals, Strategies and Activities

**Goal:** All students will meet PA core academic subject area standards especially in mathematics and reading.

**Description:** All students will meet PA core academic subject area standards especially in mathematics and reading.

**Strategy:** Teachers will have access to instant assessment in order to implement differentiated instruction in Language Arts and Mathematics at all grade levels 5-8.

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**Activity:** Install electronic whiteboards in each classroom along with a touch sensitive screen for the teachers to use instead of a chalkboard

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**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/19/2011	-
	Finish: 9/19/2011	

**Status:** Not Started — Overdue

**Strategy:** Teachers will use technology to support standards and academic achievement

**Description:** Teachers will use technology to support standards and academic achievement

**Activity:** Software for laptops

**Description:** Purchase Instructional and assessment software to support teachers in meeting the core standards.

**Person Responsible Timeline for Implementation Resources**

Lajara, Renato	Start: 7/1/2012	\$112,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Goal:** All students will significantly increase academic achievement and learning for all students, including closing the achievement gap.

**Description:** All students will significantly increase academic achievement and learning for all students, including closing the achievement gap.

**Strategy:** Teachers will be provided with professional development, co-teach, provide feedback and modeling of literacy lessons such as small group guided readings, and reading comprehension lessons, to further the understanding and improve the instruction of lite

**Description:** Teachers will be provided with professional development, co-teach, provide feedback and modeling of literacy lessons such as small group guided readings, and reading comprehension lessons, to further the understanding and improve the instruction of literacy teachers. (monthly)

**Activity: Quick Visits**

**Description:** Daily classroom “quick-visits” by the administration and leadership team will be conducted to verify and support the implementation of the ASPIRA Curriculum.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/12/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy:** To support increased achievement, teachers will create interventions plans for the Latino and African American students who are performing at below basic and basic levels on the PSSA.

**Description:** To support increased achievement, teachers will create interventions plans for the Latino and African American students who are performing at below basic and basic levels on the PSSA.

**Activity: Data meetings**

**Description:** Every six weeks, following benchmark assessments, one-on-one data meetings between the administration and individual teachers will be held to analyze student performance and to determine appropriate interventions and instructional strategies that meet the needs of students.

**Person Responsible Timeline for Implementation Resources**

Lajara, Renato	Start: 10/3/2011	-
	Finish: 10/3/2011	

**Status:** Not Started — Overdue

## **Goal: Building Strong Educational Leadership**

**Description:** Develop and strengthen the school's leadership team.

### **Strategy: Administrators model data analysis to make decisions about continuous school improvement**

**Description:** Administrators works with the staff to analyze a variety of disaggregated student learning (sub groups) results to determine school improvement goals. Student and staff learning needs are identified through this ongoing process.

### **Activity: Differentiated Core team planning session**

**Description:** School teacher leaders were introduced to differentiated instructional strategies and planned the future professional development for all staff.

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

None Selected	Start: 8/23/2010	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: Differentiated Instruction**

**Description:** Administrators ensure all personnel receive ongoing training in differentiated instruction and best practices. Research indicates that teachers realize the necessity of differentiation to reach the needs of all students, but are not schooled in the strategies. It is our goal to move each teacher in this school closer to addressing the needs of every student through the use of differentiated instruction.

### **Strategy: Building Support for Implementing a Differentiated Learning Culture that Meets Diverse Student Needs**

**Description:** Formation of a "core" team (master teachers, administrators, directors, instructional leader apprentices, teacher leaders, coordinators) in the school to identify a plan to increase awareness and use of differentiated instructional strategies. Educational Practices: The creation of a "can do" attitude that builds a belief among the staff that all students can achieve at higher levels and that all staff can work together to meet each students needs.

**Activity: Differentiated Core team planning session**

**Description:** School teacher leaders were introduced to differentiated instructional strategies and planned the future professional development for all staff.

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 8/23/2010      -  
Finish: Ongoing

**Status:** Not Started — Overdue

**Goal: Improve the instructional delivery to all students using best practices and whole school reform models.**

**Description:** Improve the instructional delivery to all students using best practices and whole school reform models.

**Strategy: New Teacher meetings will be held on a weekly basis to provide ongoing support to this group of inexperienced teachers to improve their teaching practice**

**Description:** New Teacher meetings will be held on a weekly basis to provide ongoing support to this group of inexperienced teachers to improve their teaching practice

**Activity: Professional development**

**Description:** Teachers will be provided with professional development, co-teach, provide feedback and modeling of literacy lessons such as small group guided readings, and reading comprehension lessons, to further the understanding and improve the instruction of literacy teachers.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/12/2011 Finish: 6/15/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	30	60
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>

John B. Stetson Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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<p>This activity will further the understanding and improve the instruction of literacy teachers.</p>	<p>Co-teaching strategies have been proven to increase the student achievement gap.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
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- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or</li> </ul> | <ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> </ul> |
|---|---|

peers

- Classroom student assessment data

**Status:** Not Started — Overdue

**Strategy:** Teachers will use the ASPIRA Curriculum and coordinating documents to plan math and reading lessons that reflect grade level content, grade level activities and necessary (appropriate) interventions/strategies that provides opportunities for students

**Description:** Teachers will use the ASPIRA Curriculum and coordinating documents to plan math and reading lessons that reflect grade level content, grade level activities and necessary (appropriate) interventions/strategies that provides opportunities for students to participate and demonstrate their understanding.

### **Activity: Grade Level Meetings**

**Description:** Grade level meetings will be held on a weekly basis to address a number of issues related to classroom instruction, including adherence to the Curriculum, classroom management, student engagement, high-order thinking skills, vocabulary development, and PSSA Open Ended response questions. Additionally, at one of these meetings teachers will discuss student data and develop strategies to address the identified areas of need.

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

None Selected	Start: 9/12/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

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

### **Rigorous Instructional Program**

\* Teaching strategies for language and content include:

Cooperative learning, thematic units, hands on materials and visual and graphic displays will be used to teach content area skills. Classrooms will be language rich and teachers will use strategies such as repetition and rephrasing. In addition to language modeling, students will be afforded the opportunities to read, write and speak in both languages.

\* Students from both language groups will learn together for the entire day. Our ELL and Special Education students are also in a regular education classroom.

\* Family and community involvement:

Stetson Charter School will continue to seek the support of the community for the decision making process.

## \* History of Puerto Rico and the Americas

As stated in the signed charter agreement, John B. Stetson Charter will continue to engage students in the curriculum that embodies critical thinking and critical teaching of chronologically accurate world history, related to Puerto Rico, the Americas and the Caribbean. The program will be literacy based, and hands on. Students will be exposed to graphic organizers, portfolio assessment and on line research.

\* Technology:

Professional development will be provided for teachers to keep them current on best teaching practices for using the Internet, oral presentations and power point. Each class will be scheduled in the computer lab two times per week and also have access to the internet on the two computer in each classroom.

\* Leadership:

Student projects will have a public speaking component where the students must present their work in a creative and organized manner. A student council will be organized and annual elections held. The council will be a forum where students can voice their opinions on school issues and also develop leadership skills through decision making.

\* Curricular Additions

Stetson Charter School recognizes the importance of literacy in the curriculum, which will be a major area of focus for the coming school year. Literacy will be incorporated into all content areas. The two weeks prior to school opening will be spent on professional development focusing on instructional practices. The main focus will be differentiating instruction in all classrooms across all content areas.

Staff will also attend the School District of Philadelphia Content Institute and PATTAN sessions offered in Harrisburg.

Everyday Math is the Curriculum being used in Grade 5. Staff will review the results of the cumulative test from last year and identify strengths and weaknesses. Staff development will focus on these areas and strategies to improve test scores will be developed. Problem solving and basic operations will be a primary concern.

The science program (Pearson Interactive Science) will be reflective of the PDE standards and also expose the students to the scientific method. A “hands on” approach will be the main focus. Instruction will be integrated into literacy as much as possible. Students will receive laboratory experience at least once a week. Participation in a Science Fair will be a course requirement.

Teachers receive ongoing training on the use of the Pennsylvania Content Standards.

They are required to plan lessons based on standard based instruction. Teachers also state the standards that are being addressed in their lesson plans. Lesson plans are reviewed on a weekly basis and provide feedback.

Teachers have a preparation time during the school day and again another for 1 hour after students are dismissed. Teachers are required to meet with grade partners to develop standards based lessons using the standards based curriculum guides for Reading, Math and Science.

Teachers are also encouraged to visit other teachers in order to keep abreast with the latest best practices.

## **Rigorous Instructional Program - Attachment**

- Teacher Induction Letter

## **English Language Learners**

John B. Stetson Charter School provides service to all our students with Limited English Proficiency (LEP) and English Language Learners (ELLs) under Pennsylvania Regulations, chapters 4 and 11; and on federal Law, including Title VI of the Civil Rights Act, the Equal Educational Opportunity Act (EEOA), the NCLB Act, and the regulations and case law under those statutes.

## **Identification of ELLs**

Enrollment and Identification:

--Based on the responses to the home language survey (HLS) students are assessed for potential placement in a program.

--Newly enrolling students without academic records are also assessed for their English Language Proficiency

--Stetson uses the WIDA ACCESS PLACEMENT TEST (W-APT), which is aligned to the required annual State EL Assessment, ACCESS for

--ELLs, to assess students for placement in language instructional programs for ELLs.

--The W-APT results are one of the indicators for placement in ESL programs and must be used in combination with the above multiple criteria to determine placement in the ESL program.

--Teachers take into consideration the State's ELP levels described within the PA ELPS standards when placing students in an instructional program for ELLs.

--Instructional placement of ELLs are age and grade appropriate.

Additionally, our ELLs receive equal access to all educational programs, opportunities, and extracurricular activities in the same manner as for all students.

--Parent permission to assess is not required.

--Parent notification of student assessment results and placement in ESL program is required.

### **Policy Explanation**

Stetson's main goal is to prepare all ELLs students to meet high academic standards and be well prepared for higher education.

A. The policy focuses

1. To provide high quality, rigorous instruction and appropriate support service in accordance with the distinctive linguistic and socio-cultural needs of the ELLs.

2. As part of our responsibilities is to provide optimal conditions for acculturation with the new language.

B. The overarching purpose of the Language Policy for English

Language Learners is to ensure ELLs have equitable access to educational opportunities.

C. The policy seeks to address the challenges facing ELLs in all settings by focusing on assuring students' academic achievement.

D. Accountability for the academic achievement of ELLs at Stetson level rests with principals, ELL coordinator, instructional staff, and support staff.

Note: Students are tested once a year under PA ELL standards according to the WIDA Consortium materials. Students are served and tested by Certified ELL teachers in PA.

## **II. Goals**

A. Stetson's ELLs will have the opportunity to acquire English and content in an *efficient* and *effective* manner that it will allow to be prepared to meet rigorous promotion and graduation requirements.

B. Students should also be able to participate fully in the activities and life of the school.

C. Stetson Charter School is committed to the following:

1. Providing instructional programs and interventions to enable ELLs to attain academic excellence across all content areas.

2. Providing instructional programs and interventions to enable ELLs

to attain high levels of English proficiency.

3. Providing culturally and linguistically component services to ELL students and families.
4. Providing opportunities for the maintenance and development of primary languages, and World and Heritage languages, where supported by the first language of the community.
5. Incorporating the diverse knowledge and resources represented by ELLs, their families and their communities into the curricular and extracurricular mainstream of the school.

## **English Language Learners - Attachment**

- ELL Report

## **Graduation Requirements**

John B. Stetson Charter School offers an education to students in grades 5-8. Our students graduate in 8th grade and proceed to a high school of their choice.

Requirements to Graduate:

1. Must complete and pass all subjects (minimally with a 70 average). Students that fail 2 subject areas with an average lower than a 70 do not qualify to be promoted to 9th grade.
2. Community service must be completed before the month of June.

## **Special Education**

Special Education

John B. Stetson Charter School provides for a full range of services, programs, and alternative settings for the placement and implementation of students requiring the services of our special education program. Our programs provide support depending on the individual needs identified in a student's Individual Educational Plan.

Additionally, Stetson has adopted policies that include students with disabilities in the general education curriculum and environment as well as all non-academic program and extracurricular activities to the maximum extent appropriate in accordance with the student's Individual Educational Plan.

Stetson follows all 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.

Stetson has adopted procedures for students "at risk" through the Comprehensive Student Assistive Program. Teachers refer students to CSAP for interventions and evaluation if indicated through data collection. Parents are an important part of the CSAP process. Parents may also refer their child to the CSAP process at any time.

Students referred for evaluation will be administered a series of assessments by the School Psychologist to ascertain if the student is eligible for special education services.

Teachers, counselors and parent input are also an important element of this process. If a student is eligible, an Individual Education Plan is developed, monitored and reviewed at least annually. This process involves a school-team that includes the parent.

Additional supports are available as indicated in a student's IEP including, speech and language therapy, occupational therapy, physical therapy, assistive technology, English

Language learner. Finally, Stetson Charter School collaborated with Catapult Learning to offer additional resource support for some of the special education students, who were identified to be in need.

## Special Education - Attachment

- Special Education Policy

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Alicea, Cynthia	1.00	Learning Support	John B. Stetson	11	none
Fleming, Lindsey	1.00	Learning Support	John B. Stetson	14	none
Galuska, Jennifer	1.00	Learning Support	John B. Stetson	12	none
May, Quincy	1.00	Emotional Support	John B.	15	none

			Stetson		
McLaughlin, Edward	1.00	Learning Support	John B. Stetson	13	none
Conaway, Timothy	1.00	Learning Support	John B. Stetson	16	none
Pennington, Elizabeth	1.00	Learning Support	John B. Stetson	14	none
Rowe, William	1.00	Learning Support	John B. Stetson	12	none
Spangler, Alex	1.00	Learning Support	John B. Stetson	11	none

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Catapult Learning	1.00	Speech And Language	John B. Stetson	21	none

### Special Education Program Profile - Chart III

Title	Location	FTE
Coordinator of Special Education	John B. Stetson	1.00
School Psychologist	John B. Stetson	1.00
School Counselor	John B. Stetson	1.00
School Counselor	John B. Stetson	1.00
Bilingual School Counselor	John B. Stetson	1.00

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
School Police	Safety	1.0
School Nurse	Health	1.0

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	No	No	Yes
WIDA	No	No	No	No	No	Yes
Access	No	No	No	No	No	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
WIDA	Yes	Yes	Yes	No	No	No	No
Access	Yes	Yes	Yes	No	No	No	No

## Student Assessment

This was our 2nd year of operation. Stetson made this year. We met 32 of our 34 PSSA targets in participation and we are appealing our yearly attendance. We will continue to implement programs that will help our

students meet with success and allow the school to continue meeting AYP status. Our plan of action is as

follows:

Model the use of the two column method and use of “magic words” to help guide students towards an explanation and raise the level of understanding in their thinking.

Introduce new concepts and skills by using word problems in context. Students can learn both concepts and skills by solving problems.

Use the PDE rubric and already scored open-ended items in the classroom and use the information as a teaching tool for instruction.

Engage in cooperative group activities that involve student presentation of problem solving results and projects to their peers.

Differentiated Instruction (Tiered Assignments)

Incorporating manipulative, hands-on activities, handheld technology, and games into instruction

Implementation of projects and open-ended questions along with rubric assessment

PSSA Saturday School

After School math and reading enrichment program.

Provide extended time using Study Island and Provide extended time using First in Math

Small group pull-out by Special Ed and ELL Teacher

Open 4 resource rooms to support Special Education students

Analyze student work as related to literary devices to inform instruction during grade group meetings

We will monitor throughout the year via, classroom announced and un-announced visits, analysis of assessment

performance, study island, lesson plans, benchmark tests and report cards.

## Student Assessment - Attachments

- 2010 PSSA Results
- PSSA Results
- 2011-12 PSSA Report

## Teacher Evaluation

Designing and Planning Instruction (Instructional Plans, Student work, assessment)

· Learning Environment Standards (Expectations, Managing Student Behavior,

Respectful Culture, environment)

· Instructional Standards (standards and objectives, motivating students, presenting

instructional content, lesson structure and pacing, activities and materials,

questioning, academic feedback, grouping students, teacher content knowledge,

teacher content knowledge of the students, thinking and problem solving)

In the 2011-2012 school year every teacher was observed a minimal of 4 times. The

process began with a pre conference and a post conference where the teacher also self

evaluates based on the ASPIRE rubric. At the post conference, the focus is geared towards

refining an area that will increase academic achievement and reinforcing a practice that was

evident in the lesson for continued implementation. Follow up observations are unannounced

and done by the Principal and Assistant Principals. The evaluators consist of the School

Administration (CAO/Principal, Assistant Principals), Master Teachers (master leveled

teachers that are fully released from the classroom to provide hands on and on going

professional development to teachers by observing and co-planning lessons with teachers,

modeling lessons and etc.), and Mentor Teachers (classroom teachers who are released

for 6 hours a week to mentor).

The CAO/Principal and Assistant Principals all have Principal Certificates. It is not

required

for the Master teachers to hold administrative certificates however, the entire

ASPIRE Team has received extensive professional development of teacher quality, best

practices on instructional techniques and have become ASPIRE Evaluators after completing a

two month intensive professional development provided by the organization Phocused on Learning. The Administrators and Master teachers have received some training to become ASPIRE Certified Evaluators.

In addition to formal announced and unannounced observations, administrators conducts daily

walk-throughs. During these walk-throughs admin observes specific areas ( classroom for 5-15

minutes in each classroom)

## **Teacher Evaluation - Attachments**

- ASPIRE Formal Observation Form
- End of year evaluation

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

The Board of Trustees has remained stable, however, we added a new Parent Representative to the Board of Trustees after the parents voted for the new Parent/Teacher Association. There were no changes in administration.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Aracelys Rosales	Chair
Olabisi Laniya	Treasurer
Tamara Newton	Secretary
Lissette Gonzalez	Member
Orlando Quevedo	Member
Marleen Douglas-Walsh	Member
Catherine Williams-Frank	Member
Tania Barreiro	Parent

## **Professional Development (Governance)**

The Board of Trustees has received governance training. Some of the trainings include, Sunshine Law, Public Official Act, Charter School Law, Board responsibilities, Fiscal responsibility, fiduciary responsibilities and supporting the leadership of the school in a manner that deviates from "micromanaging." The board has also received training on the mission and vision of the school.

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

The Board of Trustees meets every other month. The Board of Trustees serves as the governance function of the charter school. Policy is discussed, formulated and implemented. The CAO/Principal is responsible for seeing that the school management is in compliance with the rulings of the Board of Trustees. The CAO/ Principal consistently interacts with the board and keeps them informed of how the school is functioning.

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

- Board Meetings

## **Community and Parent Engagement**

Parent involvement is very important to John B. Stetson Charter. The school provides many opportunities for parents to volunteer in the classrooms, library and the office. Parents provide input to the decision-making process. To accommodate working parents many PTA meetings are held twice — during the day and in the evenings. Parent workshops were held in the evenings and a few early during the day. Workshop topics ranged from: Nutrition, Helping my child with Math, Preparing my Child for the PSSA, Supporting my ADD/ADHD Child... Parent surveys are taken seriously and distributed twice a year. The President of the Parent Teacher Association also serves as a voting member of the Board of Trustees.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

John B. Stetson Charter has a variety of fund raising activities that usually

focuses on specific programs. They include Book Fairs, Picture Days, Cheese

Cake Sales, Dances, and Bake sales. The Parents, students and staff

fundraisers for the 8th grade contributed towards the graduation trip.

### **Fiscal Solvency Policies**

Financial Statements are prepared for periodic board meetings from which the board can monitor fiscal solvency. Expenditures are controlled by the annual budget, which was approved by the board annually, and amended generally after six months of the fiscal year. Extraordinary expenditures not budgeted are approved by the board prior to their expenditures.

### **Accounting System**

The system used is quickbooks. The books are kept according to the PDE (Pennsylvania Department of Education) chart of accounts.

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

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

- Financial Report

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

Audit Firm: Withum Smith and Brown, CPA's: James P. Mulroy, CPA Partner

The audit for year ended June 30, 2012 is in progress at this time. Once the audit report is received, we will forward a copy to the Pennsylvania Department of Education and to The School District of Philadelphia.

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

- Stetson's Audit Document

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

John B. Stetson Charter School is in its second year of operation. We have not been audited by the state at this time.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

The charter school acquired Fixed Assets between August 1, 2011 to June 30,

2012 (fiscal year) the following:

Purchased 20 mimiotech machines (\$16,300) and improvements to district owned building (\$16,765)

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

Continuous upgrade and replacement of classroom and other equipment as needed and as funding is available.

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

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

All students are required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the City of Philadelphia in order to be admitted to the John B. Stetson Charter School.

A certified school nurse is on staff five days a week. She is responsible for checking the vision, height, weight, and hearing of children and making necessary referrals to parents when problems are found. The nurse also teaches safety and good health skills. The nurse maintains health and medical records for every student.

Physical and dental records are kept according to requirements of the State of Pennsylvania.

John B. Stetson Charter School complies with all regulations concerning the dispensation of

medicines and requires that all parents to do the same. Students may not possess any prescription or non-prescription medication. All prescription and non-prescription medication must be turned over to the nurse with appropriate paperwork for dissemination.

#### **\*Dispensing of Medication**

The Administration and staff of John B. Stetson Charter School would prefer that medications be dispensed at home rather than at school. We realize that sometimes this is not possible. In order for a student to receive a prescription or an over-the-counter medication at school, a Medical & Parental Consent Form must be completed. The form is available in the office and must be signed by the parent and by the student's physician. Medication must be provided in the original container with accurate content and dosage information on the label. All medication must be checked into the office.

#### **\*Security/Safety**

Our school safety team are also Temple certified and trained in proper security procedures. Weekly meetings are held with the school's security/NTA's in order to ensure the safety of all and improve on daily procedures. For the safety of students, staff, parents and visitors the building is being monitored via closed circuit television. School security stand at the exit doors during admission and dismissal.

#### **\*Fire Prevention**

John B. Stetson Charter School is in compliance with all code and license requirements. All inspections have taken place and certifications displayed. Staff and students are aware of Fire Drill procedures and are posted in each classroom as well. Fire Drills are held once a month.

#### **Food Service Program**

All students are eligible to participate in the Federal Breakfast and Lunch programs. We have school-wide (5-8) participation in the federal lunch program. We participate in the Free and Reduced Lunch Program and comply with all the claims and reports that need to be submitted.

Breakfast is served from 7:30am-8am for grades 5th through 8th. Lunch is scheduled

according to the teacher's teaching roster. Students may bring their own lunches.

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

- Wellness Policy

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

We are currently covered by Keystone Mercy Health Plan which is an HMO. For the general liability please see attached document.

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

- Stetson Accord

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

Our professional staff consist of the following: 1. Principal 1. Assistant Principal, 34 classroom teachers, 6 specialty teachers, 8 special education teachers, 1 special education coordinator, 3 school counselors, 1 school nurse, 4 master teachers, 1 psychologist. The majority of our classroom grade teachers are appropriately certified. The remainder are currently working towards their certification. All, but one teacher, were given extended contracts for the upcoming year.

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

- Teacher Certification

### **Student Enrollment**

John B. Stetson Charter School is a Renaissance Charter School under the School District of Philadelphia's Renaissance Schools movement. Our admissions policy is the same as the Philadelphia School District. Students may attend our school if they fall into our catchment area.

11-12 School Year our enrollment was 714. By the end of the school year 0 student was expelled, 0 students were retained and 30 students were dropped to other charter schools and other school districts. Their whereabouts were unknown at the time.

5th- 150  
6th- 154  
7th- 224  
8th- 186

## **Student Enrollment - Attachment**

- Admission Policy

## **Transportation**

Transpasses or Busing will be provided for eligible students must:

1. Be a resident of the City of Philadelphia
2. Be designated by the Division of Special Education as a participant in a Special Education class, and requires transportation to get to school.
3. Lives 1.5 miles or more from his/her school and participates in the voluntary school desegregation program of the School District of Philadelphia.
4. Be in grades 5 through 8, and live one mile and a half, or further from the assigned school.
5. If due to some exceptionality or severity of handicap(s)

## **Food Service Program**

### **Food Service Program**

All students are eligible to participate in the Federal Breakfast and Lunch programs. We have school-wide (5-8) participation in the federal lunch program. We participate in the Free and Reduced Lunch Program and comply with all the claims and reports that need to be submitted.

Our goal is to provide nutritious and well-balanced meals. Breakfast is served from 7:30am-8am for all grades. Students in grades Lunch is scheduled according to the teacher's teaching roster. Students may bring their own lunches.

## **Student Conduct**

We have adopted a school-wide Discipline that was developed by the teachers, students and approved by the Board. Our Discipline Plan complies with the Public School Code that states that the School Board has the authority to make reasonable and necessary rules governing the conduct of students in school

**Class/School Rules/Expectations:**

- We take pride in our school
- We believe that education and the classroom are sacred
- We will behave in a way that will credit ASPIRA, ourselves, our teams and our schools
- We do not have the right to hurt another person
- We ASPIRA students, will always behave like a gentleman or a lady.

John B. Stetson Charter School believes that every school should be a safe and orderly place where everyone is responsible for their conduct at all times. Our Student Code of Conduct applies to the educational program, school activities and functions, and extra-curricular programs, travel to and from school and any event in which the school participates or is represented as well as misconduct which occurs off school premises. School is a place where students are expected to learn.

**Expectations:**

Under the Code of Conduct, as a student you are expected to:

Work to the ability and try best of your ability and try to reach the highest levels of success.

Attend school every day and be in class on time and prepared to learn.

Contribute to a safe and orderly school climate and show respect toward others

Follow the rules of proper conduct, including the student dress code.

Seek help from school staff in solving problems that might lead to confrontations with others.

Treat teachers, administrators and all other school staff in a respectful and positive way.

Accept responsibility for your actions.

Consider the possible consequences to others of your actions.

Report to school staff any information that may help prevent danger or injury to others or property.

## **Student Conduct - Attachment**

- Discipline Policy

## **Signature Page**

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

School Year: 2013

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

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

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

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer  
2012 - 2013 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 John B Stetson Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

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

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

**Name:** Evelyn Nuñez **Title:** Chief Academic Officer  
**Phone:** 215-329-2733 **Fax:** 215-329-2433  
**E-mail:** enunez@pantoja.aspirapa.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Aracelys Rosales **Title:** Chair of Board  
**Phone:** 215-329-2733 **Fax:** 215-329-2433  
**E-mail:** aracely@rosalesc.com

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

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

**Name:** Lauren Lee Bouno **Title:** Director of Special Education  
**Phone:** 215-329-2733 **Fax:** 215-329-2433  
**E-mail:** llee@pantoja.aspirapa.org

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*Signature of the Special Education Contact Person and Date*

### Signature Page - Attachment

- Assurance Signature Page Stetson 2012