
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, September 15, 2011)

Entity: Philadelphia Performing Arts CS
Address: 2600 S Broad St
Philadelphia, PA 19145

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Philadelphia Performing Arts CS

Date of Local Chartering School Board/PDE Approval: March 2009

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

Grade Level: K-8 **Hours of Operation:** 7:45-3:30

Percentage of Certified Staff: 100% **Total Instructional Staff:** 36

Student/Teacher Ratio: 1:25 **Student Waiting List:** 700

Attendance Rate/Percentage: 95%

Summary Data Part II

Enrollment: 651 Per Pupil Subsidy: \$8773.03

Student Profile

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	32
Black (Non-Hispanic):	101
Hispanic:	23
White (Non-Hispanic):	460
Multicultural:	34

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
48

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 61

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	162	170	170	0	170
Instructional Hours	0	0	1134	1190	1190	0	1190

SECTION I. EXECUTIVE SUMMARY

Educational Community

Our school community is a totally urban population, serving the children of Philadelphia. Our students are inner-city youth who are coming from a variety of backgrounds educationally, economically, and socially. Our school parents range from professors, doctors, pharmacists, teachers, business owners, politicians, construction workers, plumbers, electricians, food industry employees, government employees to stay at home parents. The community supports some very light industry, business, and many food industries. Most of the school families parents are involved in some type of service industries. For the year 2012, PPACS expanded its location to include not only 2600 S. Broad St. but also 2407 S. Broad St. due to increase in enrollment approved by the SRC.

The Philadelphia Performing Arts Charter School is the only Elementary Performing Arts School in Philadelphia. Utilizing the arts as a catalyst, strategies such as cooperative learning, small multi-age groups, particularly for dance, music instruction (both in instrumental and vocal) and visual arts are an integral part of the program. An integrated thematic curriculum, project-based learning and problem solving are offered to provide learning opportunities and experiences that enable each student to become a critical thinker, problem solver, responsible citizen and an artist and applicator to the arts. Each child receives daily instruction in traditional academic areas as well as the visual and performing arts. The educational program emphasizes equally both academic and artistic excellence. Daily instruction in French, Ballet, Creative Writing, Vocal Music (chorus), Music Theory, Instrumental Music (violin), Visual Arts a complete Science lab are offered to every student where the students are exposed to Innovation in Science, as well as, a

standards-driven academic curriculum with current instructional materials and a “state of the art” technology lab.

The Curriculum Facilitators provide new and experienced teachers with effective instructional techniques (which includes meeting the individual needs and learning styles of all students.) They make available classroom coaching and model lessons within the classroom for teachers. This gives teachers the opportunity to observe master teachers at their craft. In addition to the in-house curriculum facilitators, quality staff developers from various universities, public and private educational institutions, and authors offer a myriad of strategies, interventions, and techniques for the faculty. This supplies current “researched-based” theory, practices, and resources, enabling faculty to transfer the standards-driven curriculum to the children, thus allowing the students to experience an engaging and integrated, interactive curriculum. These various techniques allow for quality instruction to be achieved. Our academic ambitions are that goals and successes can be met at all levels by the students. These goals are reached through modeling, professional development, coaching, classroom demonstrations, and the use of “best practices” in each classroom.

Our instructional plan embraces multiple intelligences. The students are exposed to a program rich in the arts and our academic curriculum is enhanced with this multiple intelligences approach. This enhancement ensures that our instructional program provides all students with a means to demonstrate their knowledge and skills regardless of their academic abilities. Our students progress and excel in the academic areas of Reading and Math based on curriculum-based assessments, PSSA standardized tests results. We are always striving to improve Reading and Math skills so that all of our students will reach the proficient or advanced levels of performance. We hope to achieve this goal by continuing to implement an integrated standards-driven curriculum. Some events which will afford the students these opportunities include: visiting museums, historical sites, the Constitution Center, Literature to Life presentations, School-Wide Science Fairs, participation in and at the Philadelphia Opera Company, attendance at the seasonal ballet performances, production of a school-wide Winter and Spring concerts which include grades K through 8.

Every classroom, grades K-8, has a library of selected titles. Students in grades 4-8 read and receive instruction on a variety of novels during the course of the school year. The novels and the Literature Circles offer a wide selection of trade books each marking period in addition to the Harcourt Brace Reading Program, which is the 2009 edition of Story Town but was updated in 2010. Students are reading and writing in all curricular areas. The students participate in the Math 24 competition, in-house. Our school website has enabled students in grades 5-8 to have a voice and a broader audience. The students have the opportunities and challenges of keeping the website current and exciting. The school yearbook was edited and published by students with the assistance of our Visual Arts teacher. It chronicled the vibrant life of the events, activities and wonderful experiences and everyday happenings at the Philadelphia Performing Arts School. The outreach programs with the Pennsylvania Ballet, Merriam Theater, University of the Arts, the Philadelphia Art Museum, Center City Opera Company, Swedish Museum and the Kimmel Center have enriched the lives of all our students by exposing them to cultural events and by affording them numerous opportunities to attend the productions at no cost. In addition, numerous trips to New York City theatrical productions enriched the lives of our students as they attended major productions. Students have performed in the following mainstream productions on the Avenue of the Arts and the area immediately surrounding the avenue. Various grades visit landmarks that are associated with their course of study for example the fourth and fifth grade visit historical sites in the Philadelphia area to coincide with their social studies curriculum. In 2012, PPACS involvement included the following:

- Participated in Pennsylvania Ballet Nutcracker at the Academy of Music
- Annual Winter Concert at the Merriam Theater
- Annual Spring Concert at the Kimmel Theater

- Instruction provided to students by the Pennsylvania Ballet
- Participated in Project Butterfly
- Meet and Greets with the cast as several performances at Broadway at the Academy
- Participated in the Annual Competition for Vocal and Instrumental Groups
- Collaboration with the Barnes Museum

Weekly student council meetings were held yielding many service project events and school functions as well as giving students the opportunity to make suggestions and become part of the educational process. This year's fund raising projects consisted of a Jump Rope Contest for the Heart Association, Thanksgiving Baskets for our needy families, and the Ronald McDonald House, as well as supporting local emergencies.

In summary, individual attention, individualized instructional practices, differentiated instruction, adapted and modified practice activities, and accommodations made in testing afforded all our students, even those with disabilities, access to the curriculum, materials and instructional strategies, and Response to Instruction and Intervention which afforded an enriching education. Our goal is to have our students become well-rounded individuals who pursue excellence in every part of their lives.

Our belief is that every child is gifted and has talents that can be broadened and expanded. Our mission is to discover, nurture, and promote the development of those talents, so that every student will meet or exceed world-class standards, both academically and in the arts.

Mission

The future of our nation depends on our ability as educators to create and be creative. When designing the operation, curriculum, environment, and climate of our school, this creativity must be at its peak and become the main focus of the nation. During the coming decades our most important natural resources will be human resources. If our nation is to continue to meet the challenge of the future, schools must develop creative leaders who are critical thinkers and problem solvers.

The Philadelphia Performing Arts Charter School was founded on the belief that every child is born with many different intelligences. Our School's environment is designed to identify, nurture and develop each child's intelligences and provide the learning opportunities and experiences needed to enable each child to become creative thinkers, problem solvers, responsible citizens and appreciators of the arts.

The Philadelphia Performing Arts Charter School harnesses the most innovative teaching and learning techniques, utilizing the arts as a catalyst, and serves as a model format for education in the 21st Century. The arts humanize the curriculum while affirming the interconnectedness of all forms of knowledge.

Students enrolled in Kindergarten through 8th grade are offered a rigorous thematic academic curriculum as well as a complete Fine Arts program that includes visual arts, classical ballet, instrumental music, music theory, and vocal and choral classes. Innovations in Science, creative writing and French language classes connect the academics to the arts.

In PPACS' hallways, classrooms and art studios learning is an active journey to a multitude of personal, intellectual and spiritual discoveries.

Our mission is to:

Educate each child according to age and development, so that learning and growth are united;

Integrate the developing mind and body of the child with academics and the performing arts;

Ensure each child's excellence in core academic skills;

Awaken and preserve the spirit of our children through the visual arts, vocal arts, instrumental music, creative writing, classical ballet, French language, Innovations in Science, and informational technology, and;

Nourish this spirit and curiosity so that students continue to flourish long after the end of formal training.

Vision

The Philadelphia Performing Arts Charter School is the only elementary performing arts school in Philadelphia. The vision of our school is to utilize the arts as a catalyst to provide learning opportunities and experiences that enable each student to become a critical thinker, problem solver, responsible citizen and an artist and applicator to the arts. Our instructional vision is to embrace multiple intelligences by exposing all of our students to a program rich in the arts with a means to demonstrate their knowledge and skills regardless of their academic abilities. We also provide outreach programs with the Pennsylvania Ballet, Merriam Theater, University of the Arts, the Philadelphia Art Museum, Center City Opera Company, the Philadelphia Orchestra, and the Kimmel Center. The children's lives are enriched by affording them numerous opportunities to attend productions at no cost with additional trips to Historic Philadelphia, Baltimore, Washington D.C. and New York to attend major exhibitions, museums, historical sites, and major productions.

It is believed that every child is gifted and has talents in a variety of areas. Our individual and collective responsibility to our youth is to discover, nurture and encourage the development of those talents, so that all students will meet or exceed world-class standards, both academically and in the arts. In order to achieve our vision, we offer a comprehensive educational program, which equally emphasizes and promotes academic and artistic excellence.

In an attempt to leave no child behind, the principal, along with all of the teachers, continually and closely analyze student data and test results both standardized, criterion, reference data and locally administered/teacher-made evaluations to determine best practices, student learning styles and instructional strategies that will meet the needs of all of our students. Our vision is to have all of our students achieve proficiency in all subject areas and to strive to achieve the advanced levels of performance to become productive citizens.

Shared Values

We truly believe that all children can learn and achieve. Philadelphia Performing Arts Charter School is dedicated to excellence through the arts. PPACS is a teaching and learning community where instruction in collaboration with the arts is child-centered and developmentally appropriate. We believe that in a safe environment with high expectations, all children can learn, achieve goals, become life-long learners, and become valued members contributing to the good of society. Parents, teachers, administrators, and students value the uniqueness of Philadelphia Performing Arts Charter School and work together to enable success in all areas. The principal provides many opportunities for the faculty to attend programs to ensure effective instructional

techniques that include meeting individual needs and learning styles. The parents are an integral part of our school through participation in our Home & School, coaching, lunch program, volunteering on trips, as well as being invited to attend various events at our school, both educational and social. There is continuous communication between teacher and parents with scheduled conference times throughout the year, as well as telephone conferences, personal appointments, and email communication.

During the year, students participate in arts programs under the direction and guidance of the art team teachers, while the classroom teachers provide additional instruction for academic success. The value and commitment to the Performing Arts Curriculum is evident through parental support and participation in all performances. The parents display a tremendous outpouring of support during all of our performances, including but not limited to the winter and spring concerts and seasonal performances. The wardrobe committee costume more than 500 students for each performance depending upon the venue of the show. Our teachers and aides are also supplied with custom made costumes from our own wardrobe room, when they appear in the shows. Classroom teachers work with the Arts Team to provide integrated lessons so that students will receive rigorous academic instruction, as well as performance preparation and the full integration of the arts into the academic areas. Students participate in every aspect of the concerts and performances. The events are very successful because of the parental support, the quality of the Arts Team's work and the support of the entire school staff. The parents' assistance, teachers' involvement, administrators' leadership, and students' participation are the key components that make our school a success.

Academic Standards

Our academic standards for student achievement are consistent with those in section 4.12 of 22 Pa. Code. We follow the state Common Core curriculum and Standards Aligned System.

Reading

Harcourt Brace "Story Town" series, copyright 2009, is the complete reading/language arts program for Kindergarten through sixth grade and "Elements in Literature" is the complete reading/language arts program used in grades seven and eight.

High quality children's literature is arranged in meaningful thematic units that encourage students to apply their learning to issues in their own lives and communities. The program places great emphasis on direct, systematic skills instruction. The Literacy Block in the K-3 classroom was enhanced by using the Comprehensive Literacy Framework as a guide for all grades. In addition to Shared Reading Practices (using Harcourt text), "Read Alouds" (Informational and Fictional Texts), are guided and incorporated into the Readers' Workshop so that the needs of all readers are met and strategies are provided so that every child becomes a proficient or advanced reader. Tools used in order to measure students' growth are implemented to drive instruction through assessments to reach children who need intensive instruction and progress monitoring. Teachers monitor progress at various times throughout the school year.

The new robust vocabulary offered in the Story Town series provided the students with higher level vocabulary words. This robust vocabulary was well accepted by the students as evidenced by the PSSA results in Reading. Integrated Word Study and vocabulary. Reading for fluency and comprehension skills are more in focus for upper grades as children become engaged in "guided" literature circles during Readers' Workshop. Strategies for success are taught so that all children can be independent readers. (self-monitoring, thinking critically, making inquiries, etc.)

K through 8 teachers are continuously given staff development with Writers' Workshop and guided reading. Devising plans for implementation of Writers' Workshop are incorporated into the

K-8 classrooms with a concentration on assessing student needs, conferencing to meet individual needs and using fiction and non-fiction writing across the content areas. CRIs are done four times a year to attain an accurate reading level for each student. The CRIs are done on an individual basis so that we have the most accurate reading level for each child. If specific problems continue, further diagnostic testing is done to determine the reading problem. The CRIs are given to each individual child so that every reading level will be accurate. This is done to ensure that the child's reading level is appropriate. The correct level ensures that their frustrational, instructional and independent reading levels are noted.

Each teacher receives extensive training so that they are more than capable to administer the variety of reading assessments being used at the school. Grades 2 through 8 receive additional support in sentence structure, vocabulary, and grammar with the addition of the Sadlier Vocabulary Workshop Program and the grammar component of the Story Town reading series. This initiative was added to address areas of the PSSA testing in order to meet the needs of our students. In Grades 3 through 8, the students use Measure Up to support the reading work needed for the PSSA section. PPACS also continues interaction with Saint Joseph's University, particularly Dr. Mary Applegate and Dr. Tony Applegate, to foster teacher awareness of new approaches to deliver reading instruction. The teachers receive individual coaching, modeling of lessons, and group sessions from the professors. In this fourth year of the program, the professors actually taught in every room and then prepared the teachers to model lessons for the professors. This learning initiative has continued to be implemented on a weekly basis. Graduate students from the reading department of Saint Joseph's University also visited the classrooms and assisted the teachers with centers and literature circles. This program will continue for the 2012-2013 school year. The University has written a grant to provide our staff with substitutes for the classrooms while our teachers are being instructed by the professors.

Our reading program, Story Town, provides a reading text, a practice skill book, a grammar book, a language handbook, and extended materials for accelerated students. It also includes "take home" reading handbooks for advanced students, average students and students who need intervention. The cycle through which skills are introduced, re-taught, reviewed, and tested provides teachers with clear, comprehensive instruction. Language arts lessons combined with appropriate literature provides a balanced reading/language arts program for diverse learners with multiple intelligences. The program has an additional component which addresses the needs of struggling readers.

Study Island is used by all students on a weekly basis. The students are encouraged to use the home piece of the Student Island program to hone their skills and for the parents to become interactive partners in the educational goals set for their students.

Advanced students in grades sixth through eight are identified through PSSA scores, report card grades and teacher recommendations. These students are taught by the advanced reading teacher, five days a week, with an advanced and robust curriculum. These students are then eligible to take the advanced placement reading/language examination at Central High School. They are also prepared for advanced classes in the various high schools which they attend.

Math:

The Sadlier, Progress in Mathematics, follows the NTCM and is organized into six mathematical content strands that cover a number of skills and concepts. These strands include: operations and computation, numeration, patterns, functions and algebra, data and chance, measurement and reference frames, probability, and geometry. Although a variety of strands are addressed throughout all grades, the expectation for mastery of key components is required at each grade level. The Sadlier, Progress in Mathematics series provides students with math journals, study

links, student practice books, and home links, which allow for parent/student interaction. The use of daily mental math activities is implemented to sharpen student's skills in:

- Problem solving through the standards using performance based activities so that teachers will be able to assess progress/growth.
- Implementation of math and science that incorporate investigations, problem-solving, deductive reasoning, etc.

Math lessons are taught through problem solving and contain cross-curricular links to literature, social studies, art, music, technology and language arts. The kindergarten program which is geared to the concrete beginning concepts and math skills appropriate for first time learners of mathematics also uses the Sadlier, Progress in Mathematics program. Grades 6 through 8 use the Sadlier, Progress in Mathematics. Each teacher has manipulative kits and activity kits which are aligned with the Sadlier, Progress in Mathematics Program curriculum for every classroom. The Progress in Mathematics Program has the computer program as a piece of its program. At this point, the school has purchased every component of the Sadlier, Progress in Mathematics program. This program prepare students for high school math. A vigorous curriculum, including preparation for Algebra and Geometry, NTCM content and process standards, plus practical strategies for taking tests and problem solving are an integral part of the math program.

The Mad Math club began in January as an after-school program with more than 30 students. Mad Math Club is designed to review and improve math and reasoning skills through teacher creative hands-on activities.

Study Island is used as another resource to enhance mathematics skills. All students from grades two through eight attend classes on a weekly basis. This program is also offered at home for students to practice their skills and to offer their parents an opportunity to become partners in their child's academic progress. The Study Island results are posted on-line for the parents to refer to for their child's progress.

Advanced students in grades sixth through eight are identified through the PSSA results, the report card grades, and teacher recommendations. These students receive instruction five days a week, in advanced placement mathematics. These students are then eligible to take the ninth grade equivalency examinations at Central High School. Many of these students are able to skip ninth grade mathematics and Alegra 1 and advance to geometry.

Science/ Innovations in Science

The Science Companion and Fusion is used in grades Kindergarten through 5. Each class uses the science lab on a weekly basis as well as whenever they have a special project to complete. The addition of Innovations in Science as a major subject has enhanced the interest of science in the school. The Holt Reinhart Winston Science Series is used in grades sixth, seventh, and eighth. These programs embrace the goals and content objectives of the National Science Education Standards. They satisfy each goal by ensuring the development of scientific knowledge, the processes of science and habits of mind. The foundation of the program lies in a balance of three domains of science: life science, earth science and physical science. Within those domains is the sequential development of the following strands of science: the nature of matter; energy, force and motion; processes that shape the Earth; Earth and space; processes of life; how living things interact with their environments; the history and nature of science; and science and technology. Concept development is driven by three important elements of instruction: investigating through hands-on activities, reading for understanding of science concepts, and linking to additional experiences that provide greater depth of understanding. These texts also recognize the demands placed on teachers relative to accountability in student performance on standardized and state tests in reading and

mathematics. The curriculum is enhanced by the use of Foss Science Kits, which are interactive kits in-line with the curriculum for use in the classroom as part of daily lessons. Also SCIS kits and Harcourt materials are available to supplement as additional materials needed for science experiments or lessons. All of these kits promote high standards, reinforce the scientific method, enhance hands-on activities, and develop the curriculum in the classroom. The Science Lab has proven to be a phenomenal asset to our school. The school science department, under the direction of the Innovations in Science teacher, promotes a school-wide science fair which features the Innovations in Science methods, an inquiry based hands-on curriculum. The students possess the ability to use the scientific method. The parents are welcome to attend the fair and enjoy the presentations. This was the first year that the students participated in the Philadelphia Science Festival.

Social Studies:

Harcourt Brace Social Studies is based on national standards and builds consistent and cumulative learning from Kindergarten through sixth grade. The program allows students at each level to build on major understandings and skills already acquired, and then preparing students for learning yet to come. The powerful ideas provide the principal contexts within which students can integrate major understanding, skills, and their own experiences. These powerful ideas have been selected to help students organize their thinking and develop the competencies they will need as citizens in a diverse, changing, and interdependent world. As they continue in the seventh and eighth grade their program becomes very specific: the seventh grade focuses on geography, governments, and issues that contribute to the world issues of today. The continents of Europe, Africa and Asia are examined carefully and the geographical as well as the satirical events that transpired during the last one hundred years are discussed which lend to the problems that are happening today. The eighth grade looks at the Explorations and Colonization during the time of exploration which again helps the students to understand how these issues contribute to the world issues of today. The United States history is presented and followed from the early settlements to the time frame of this century. Social Studies text in grades Kindergarten through fifth are Harcourt-Horizons and in grades sixth through eighth, McDougal Littell. The teachers continually incorporate a variety of countries from Europe, Africa, and Asia. All of the extra programs and activities help the students to incorporate the curriculum into the everyday life and culture of the various countries. The seventh grade teachers has the students incorporate their guided reading and novels into their social studies curriculum. This help the students research and study the people, cultures, and customs of the countries they studied during the year. The students also use authentic costumes and foods to recreate various people and time periods from their studies.

Foreign Language (French)

Current research adequately demonstrates that children are far more facile at learning a second language when they are young. Because of the importance of French to the language of dance, PPACS has chosen French as the second language for its students. The primary goal of the French program is the progressive development of proficiency and cultural understanding. This goal is achieved through a thematic unit framework and a standards-based curriculum reflecting the National Standards for foreign language; communication, cultures, connections, comparison and communities. The students visit many sites in Philadelphia, which relate to French culture, food, and architecture.

Creative Writing

Creative Writing class has become an integral part of our arts for the students. The creative writing major provides the students with the skills needed to become successful when taking their PSSA writing tests. It also offers the students in grades K through 5 an opportunity to learn the rudiments of writing concise, comprehensive, and complete compositions and stories. The use

of correct grammar, sentence structure, and sequential thought patterns and ideas are the ministry of this program. The creative writing majors are involved in writing restaurant reviews, visiting architectural sites and also writing descriptive reports based on their visits. The students produce a portfolio at the conclusion of their eighth grade year to bring with them to their high school auditions.

Technology

The technology program is driven by National and State Standards. Despite the challenges for many students, using technology has been a big lure to stimulate interest in learning. The "State-of-the-Art" technology lab is used to implement the following components of our Technology curriculum:

Grammar/spellchecker, dictionary, and thesaurus programs assist in the mechanics of writing and editing capabilities of the word processor. Motivation is often increased through the desktop publishing and multimedia capabilities of new computers. A variety of fonts and styles are available, allowing students to customize their writing and highlight important features. Graphic images, drawings, video and audio can be added to projects to provide interest or highlight ideas. Multimedia often gives the student the means and the motivation to generate new and more complex ideas. Spread sheets, data bases, and production tools that enable students to work on math or other subjects that may require calculating, categorizing, grouping, and predicting events. Telecommunications and multimedia are providing new learning tools for the students. CD-based books include high-interest stories that use the power of multimedia to motivate students to read. Primary students are turning their computers into a portable canvas through the use of the paint program in Microsoft Office. This popular "paint" program enables students to use the computer in a playful way to create art that's uniquely their own. The computers are an exciting tool and a great motivational technique. White boards in every class and the technology lab further enhance our technology program. Grades 3 through 8 receive a computerized Study Island program on a weekly basis in the computer lab. The school provides Ipads for 6th, 7th and 8th grade students who utilize them both in school and at home.

The Arts

Each of the arts, Vocal Music, Dance (Ballet), Creative Writing, Instrumental and Visual Arts follow the National and Pennsylvania State Standards for the arts and humanities.

Knowledge of the Academic Standards for the Arts and Humanities incorporate carefully developed and integrated components:

- Application of problem solving skills
- Extensive practice in the comprehension of basic symbol systems and abstract concepts
- Application of technical skills in practical production and performance
- Comprehensive and application of the creative process
- Development and practice of creative thinking skills
- Development of verbal and nonverbal communication skills

Professional Development

A committee of teachers, parents, and community members formulated three goals and an action plan for implementation. Development activities are done with the assistants of certified providers, such as Harcourt-Brace consultants for Story Town, Sadlier consultants, and PATTAN workshops as well as our curriculum facilitators and guest speakers. The partnership with Saint Joseph University and their professors is an ongoing initiative that continued throughout the 2012-2013 school year. Teachers were asked to submit suggested topics and content based on curricular needs, student assessments, school mission, goals and philosophy of the school. Our

goal is to provide new and experienced teachers with professional and instructional strategies, researched-based on theory and practices and resources to support standards-driven curriculum. An analysis of our PSSA scores indicated that teachers need to learn test taking strategies that could be taught to students to improve test taking competencies. Teachers were given tools to ensure students' growth through assessment and screening so that they can effectively monitor progress. Opportunities for the development and understanding of the thematic approach to teaching have been provided. The use of common planning time has been created to assist grade level teachers with the process of incorporating strategies that allow for the integration of curriculum for thematic teaching which focuses on instruction/best practices as they relate to student needs. Common time was provided for the curriculum team to meet as well as common time for the CSP process to occur. Ideas and suggestions were presented during professional development sessions. After a review of the strengths, weaknesses and needs of the teachers, a plan was developed to enable teachers to master skills and instructional strategies that foster an integration of all curricular areas and in the performing arts including Literacy Writers Workshop and Readers' Workshop using the comprehensive Literacy Framework for grades K-3. Staff development opportunities abound in all curricular areas and are presented by certified consultants through modeling, conferencing, coaching and classroom demonstrations by the Curriculum Facilitators. Special education workshops focus on preparing for the IEP meeting, teacher roles and responsibilities after the IEP meeting, special education regulations, modifying/accommodating curriculum, discipline procedures and the CSP and RtII processes. The teachers receive individual coaching, modeling of lessons, and group sessions from St. Joseph University professors.

Strengths and Challenges

Our school is continuously addressing strengths and challenges throughout the school year. Ongoing evaluations of the content areas, students' performance and development of programs is of vital importance to assure the continued academic success of all students.

Our school strengths are found in the following:

1. Enrollment - our school is at capacity
2. Parent Involvement - our school has continuous parental involvement in academics as well as in programs and events
3. Performances - we have 100% student participation in performances
4. PSSA Measurable Goal - students have achieved AYP on the PSSA testing
5. Curriculum -we offer an intergraded curriculum throughout the school
6. Faculty - All teachers are highly qualified
7. Integrated technology into all curricular areas
8. Provide before school care and after-school care for students

Challenges:

1. Identify areas of weaknesses in student achievement on the PSSA testing and work to improve those areas.

2. Incorporating a teacher mentoring program.
3. Provide time for team meetings with the classroom teachers and the arts team teachers.
4. Fully implement the myriad of new initiatives.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Committees were formed to evaluate and summarize our mission, values, and vision. Each committee developed a set of goals and these goals were distributed to the entire group. Once the goals are received a time line is determined so that the goals are achieved in a timely fashion. The committees meet once a week to review the goals and implement their plan of action. As each section is completed, the main committee meets to assess the information that was presented by the smaller committee groups. Every committee member is given access to the information that evolved from the smaller groups regarding the strategic plan.

The chairperson of the steering committee is responsible to ensure that each group completes their goals in a timely fashion and remains on target. The chairpersons assume responsibilities for their portion of the report.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Angela Ciccanti	Vice Principal	Administrator	Angela Puleio, Principal/CEO
Dorothy Elstone	Curriculum Program Facilitator	Middle School Teacher	Gail H. Avicolti, Ed.D.
Gail H. Avicolti, Ed.D.	CEO/Principal	Administrator	Board of Trustees
Gina Cedrone	Curriculum Program Facilitator/Reading Specialist	Elementary School Teacher	Gail H. Avicolti, Ed.D.
Jaime Mong	Teacher	Elementary School Teacher	Gail H. Avicolti, Ed.D.
January M. Teti	Teacher	Elementary School Teacher	Gail H. Avicolti, Ed.D.
Jerry Santilli	Business Agent	Business Representative	Board of Trustees
Joann Catrambone	Office Manager/Registrar	Other	Angela Puleio, Principal/CEO
Puleio, Angela	Principal/CEO	Administrator	Board of Trustees
Santilli, Katie	School Fiscal Officer	Business Representative	Angelo Puleio, Principal
Stephanie Ferriola	Special Education	Special Education Teacher	Angela Puleio, Principal/CEO
Thomson, Michael	Business	Business Representative	Gail H. Avicolti

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: At least 60% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Algebra I Class

Description: To prepare students for the successful completion of the Algebra I 9th grade curriculum, so that students will be able to take the high school test in order to opt out the 9th grade algebra course. Students will receive vigorous strategies and instruction for mastery.

Activity: Assign summer math packets----students received the summer math packets prior to the of end of school

Description: Curriculum team reviews the packets that teachers prepare and the students are then provided with a packet of math activities to be completed and returned to the teachers in September of 2010. This year we added math vocabulary to be studied and memorized, we added multiplication tables to be memorized and advanced math for our proficient and advanced students and basic skills mathematics for our basic and below basic students. We added to the requirements for the math packet. For the 2009-2010 school year, we added mathematical vocabulary so that students will be able to use this terminology to structure sentences and write in math language.

Person Responsible	Timeline for Implementation	Resources
Gail H. Aviccoli, Ed.D.	Start: 8/31/2010 Finish: 8/31/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	6	34
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Philadelphia Performing Arts Charter School	<ul style="list-style-type: none"> • School Entity • College • Non-profit organization • Company 	Approved

Knowledge and Skills

Become exceptionally proficient in the latest math strategies, methods and techniques and will be able to incorporate technology and hands on applications for all grades in mathematics.

Research and Best Practices

In conjunction with St. Joseph's Univ. Professors we follow the plan that their math department has outlined for us and we provide each presenter with an outline of best practices that was provided for us by the university.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Health, Safety and Physical Education • Kindergarten Early Learning Standards • Mathematics • History • Economics • Geography

Follow-up Activities

Evaluation Methods

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Status: Complete

Activity: Assigned class

Description: A specific room has been designed for the Algebra I class with a highly qualified teacher who is certified in middle school mathematics. A time was set in the schedule for this class. For the 2009-2010 school year the advanced mathematics teacher taught the advanced students in grades six, seven, and eight for five days per week. The advanced mathematics teacher is responsible for total instruction and preparation for report cards, interim reports, PSSA testing, and advanced testing at the appropriate high schools. The teacher is also responsible for planning and preparing the accelerated curriculum and organizing schedules

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/9/2010	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/15/2009	This program has proven to be very successful and for the 2009-2010 school year we are extending this to the 6th grade.
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Activity: Students meeting set criteria selected

Description: Students were selected according to test scores, PSSA results, and performance in the classroom. Students were notified of their selection to participate in this class in June, 2008.

Person Responsible Timeline for Implementation Resources

Joann Catrambone	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/16/2009	The students are notified each year of their participation in this selected program based on their PSSA scores. Their continued participation in the selected programs depends on the continued success of each child.
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Strategy: Cumulative Testing

Description: The entire faculty has accepted as a goal to provide cumulative testing throughout the grades. We have focused on the benchmarks, end of unit testing in both reading and mathematics. The daily maintenance testing supports the concept of cumulative testing so that the students will be prepared to take cumulative tests.

Activity: Level meetings once a month

Description: Teachers meet with principal and curriculum coordinators each month to review benchmarks and to set cumulative testing times. Pacing strategies are implemented at these meetings while incorporating best practices for cumulative test construction.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date Comment

7/16/2009 The level meetings/grade group meetings have proven to be the most effective method of transmitting material and information to the teachers. At these meetings, the PSSA testing and benchmark testing dates and results are submitted to the teachers. Also school issues are discussed and all faculty questions are answered, future plans are made.

7/16/2009 The grade group meetings once a month are an important part of our staff development. At these meetings the teachers have the opportunity to discuss and question school strategies and future plans for the grades, Benchmarks and standardized testing are also discussed. Upcoming events and programs are finalized at this meetings.

Activity: Mathematics tests and assessments

Description: All cumulative tests will be collected and turned in to the principal for monitoring. Principal will evaluate student success as emerging, achieving, developing or mastering.

Person Responsible Timeline for Implementation Resources

Gail H. Avicoli, Ed.D. Start: 9/6/2010 -
Finish: Ongoing

Status: In Progress — Upcoming

Activity: Teacher assigned

Description: Each of the following grade levels will have a teacher assigned to schedule level meetings on a monthly bases in conjunction with the principal. K through 2; 3 through 5; 6 through 8.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date **Comment**

7/16/2009 The grade levels are assigned based upon the best division of work and relevance. The k, 1st, and 2nd are best suited together, and have similar issues and concerns. The 3rd, 4th, and 5th grade are another natural break in the grade group and finally the 6th, 7th, and 8th grade are then best suited for meetings.

Activity: Teacher In-Service provided

Description: An in-service day is scheduled for the teachers in August. All teachers will attend.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/25/2008 Finish: 5/27/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	3	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
St. Joseph's University	• College	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>*Teachers will learn better use of best practices and differentiated instruction in math as sited in the core curriculum.</p> <p>*Teachers will be given practices which enables them to move children to a proficient level in mathematics.</p> <p>*Teachers will be instructed in the use of a system wide monitoring that helps them identify the strengths and weaknesses in students to guide their planning.</p>	<p>Use of differentiated math instruction is to sustain the fluidity between whole class, small groups and one-on-one instruction so that strategic interventions and the strength of instruction and activate engaged masterful learners. Best practices are utilized from SAS, BER, Patten, NCTM website and journals, and researched-based resources. Collaborative efforts among accredited math professors, curriculum facilitators and teacher colleagues for successful application of research based practices that are presented and utilized using above mentioned resources. Through demonstration and monitoring teachers will receive hands on training and turn around training by expert consultant and</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-

curriculum facilitators to utilize the Acuity diagnostic math progress monitoring system, PVAS and SAS.

making.

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

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data
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- outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans

Status: Complete

Strategy: Daily Warm Up

Description: Each grade will use curriculum guidelines and the state standards to devise an effective mathematics warmup for their class. They will incorporate the needs and assessments reflected from their scores in the PSSA's testing.

Activity: Evidence of daily activity posted in classrooms

Description: Teachers must post a daily activity in the classroom for view.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date	Comment
7/15/2009	Teachers post the reading centers that the children must complete during the day and the 5th through 8th grade post the literature circle requirements on a daily basis and each class puts a daily edit on the whiteboard for the students to complete.

Activity: Evidence of use of maintenance sheets turned in to principal with weekly lessons

Description: Teachers must turn in completed maintenance sheets to the principal for review on a weekly basis. These will be collected on a weekly basis.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date Comment

7/15/2009 The maintenance sheets are upgraded each year and a variety of skills are presented to the students.

Activity: Maintenance Sheets provided to teachers to be used on a daily bases

Description: Principal provided each teacher with a packet of maintenance sheets for grade level to be used on a weekly bases.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date Comment

7/16/2009 The teachers are given a packet of maintenance sheets that are dated for the entire school year. They are able to give the students these sheets which reflect work in mathematics and language arts. The teachers are also able to construct their own maintenance sheets which may be more subjective than the pre-made tests. These sheets are an important part of the ongoing review of basic skills and they help to keep the students on target for standardized testing.

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Advanced Reading Class

Description: Students will read a variety of novels, fiction, non-fiction, poetry and plays. They will also visit the Philadelphia sites of any of their readings when applicable. They will be responsible

to write a term paper and to complete the vocabulary workshop book at the advanced level. They will also be responsible to complete the Measure Up book in order to take their PSSA test with success. Students will do weekly precisés from their readings. Work and tests, papers and reports are expected to be at the advanced level.

Activity: Students meeting set criteria selected

Description: Students were selected according to the test grades, PSSA results, and overall performance in the classroom. These students were notified of their selection in June, 2008.

Person Responsible Timeline for Implementation Resources

Joann Catrambone	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/16/2009	The students selected are those students who have achieved an advanced score in mathematics and or reading. If they have achieved those scores in both then they are selected for the advanced courses in mathematics and reading if just one area then that is the subject they receive advanced work. Their overall performance in the classroom and teacher recommendation are the final two areas that are considered.
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Activity: Teacher Assigned

Description: A highly qualified, certified teacher was selected to teach class.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date Comment

7/16/2009	Each of our teachers are highly qualified, they all hold certification and degrees in the proper areas. Therefore I have the flexibility to change the assigned teacher when necessary.
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Strategy: Summer Reading Program

Description: This program has been well accepted. The curriculum coordinators organize the program for the students for the incoming kindergarten through to the seventh grade which will be the new eighth grade. The summer reading program consists of a selection of books for the students proper grade level and a variety of papers which emphasises webbing, mapping, variety

of book reports, projects, and fun reading activities based on the books which the students had to read. The books are highly regarded pieces of Children's Literature.

Activity: Criteria set for students to meet upon their return to school in September

Description: Summer reading packets with selected books were distributed to students in June for completion over the summer. Assignments will be collected in September.

Person Responsible Timeline for Implementation Resources

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

Date Comment

7/15/2009	In addition to the selected books, we included vocabulary worksheets, grammar and correct usage worksheets and mapping and web skills.
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Strategy: Vocabulary Development

Description: The students are using the vocabulary workshop books published by Sadlier for grades three to eight this book is used extensively in the grades to support all of the reading forms. In addition, we have added robust vocabulary and it is introduced through the new reading series, Story Town published by Harcourt Brace. The students' PSSA results have risen significantly since the implementation of these additional books and materials.

Activity: In-Service for Teachers

Description: Teachers receive professional development during the first two weeks of school, full days during the reorganizational days and half days during the week that the students return, Throughout the course of the year, teachers receive formal professional development on a monthly basis. They are also able to attend professional development days of their choosing when the topic pertains to our school goals and vision

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/4/2010 Finish: Ongoing	-
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Status: Complete

Date Comment

7/16/2009	The teacher-in-service for teachers is a valuable part of their work for maintaining and continuing with best practices and the latest methods and strategies for the students
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Activity: Teacher In-Service provided

Description: Teachers will attend an in-service on vocabulary development in August, 2007.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/30/2010 Finish: 6/10/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	3	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sadlier-Oxford book company Presenter: Judith Devine	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>*Teachers will become familiar with the format of the new text.</p> <p>*Presenter will model the correct use of the new text.</p> <p>*Philosophy will be explained as to why we are using this book.</p> <p>*Teachers will be instructed as to "how" and "why" this book is useful in the daily reading program to supplement vocabulary building.</p>	<p>Use of new vocabulary is not taught in isolation but taught with context clues. The use of literary devices to convey meaning will be taught. Successful readers will be able to understand non-fiction text as well as fiction. Problem solving and reasoning skills will be developed at length.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>.

For school and district administrators, and other

educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio
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- meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Status: In Progress — Overdue

Activity: Use of Vocabulary Workshop

Description: Students in grades 4 through 8 are to use the Sadlier Vocabulary Workshop book each day as a lead in to their reading series. They are to review work meaning, punctuation, grammar, sentence construction, analogies, homophones, synonyms, and contractions.

Person Responsible Timeline for Implementation Resources

Gail H. Avicoli, Ed.D.	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Vocabulary Workshops books purchased

Description: School purchased vocabulary workshop books to be implemented in grades two through eight.

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Word of the Day

Description: Teachers will post a "Word of the Day" to increase children's daily vocabulary. Students must define the word, use it in a sentence and are challenged to use the word

throughout the day. Teachers will also use the robust vocabulary which is a fundamental part of the Story Town Reading Series

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/8/2009 -
Finish: 6/10/2010

Status: Complete

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Specific time set for absent students

Description: A time will be set aside during the day for students who were absent to take the PSSA test. This will be on-going until the due date of mailing of PSSA so all students who were absent will be provided a specific time to complete the testing.

Activity: Teacher assigned to monitor absent students

Description: Principal has assigned a teacher to monitor the completion of the testing by all students.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date	Comment
7/16/2009	Ms. Cedrone has been assigned to monitor all of the absent students. She provides adequate and proper situations for all of the absent students to be tested.

Goal: WRITING

Description: To improve student's writing ability while meeting AYP on the PSSA testing. The variety of writing programs and teacher development are all geared to improve students's writing skills.

Strategy: Creative Writing Program

Description: To prepare students from Kindergarten through to the eighth grade with the skills and abilities to write coherent-well constructed-paragraphs, stories, narratives, persuasive essays. During the classes, students are exposed to fine literature, poems, propaganda, and other forms of literary expressions. the teacher also exposes the students to grammar rules, correct usage, sentence construction, and other grammatical concepts.

Activity: Teacher designated as a creative writing teacher

Description: A teacher has been hired specifically as a creative writing teacher. All students in grades kindergarten through fifth will attend a specific creative writing class. Creative writing is also offered as a major area of study to students in grades sixth through eighth who meet specific criteria.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date Comment

7/16/2009	Jackie Owens has been the creative writing teacher for the past three years, she has done a wonderful job in organizing the students so that each child has a portfolio and so that each student will participate in writing poems, short stories, persuasive, narrative, and informative essays. The major students from the sixth, seventh, and eighth are able to submit written samples to newspapers, literary magazines, and formal publishing journals.
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Strategy: Student Portfolio

Description: Each student is required to maintain a portfolio of their writings and collection of their achievements throughout the grades. They must maintain their portfolio throughout the grades and the portfolios are sent to the next grade to be gleaned as necessary. The new work is added to the portfolios as the year progresses.

Activity: Students in grades 5-8 have portfolios monitored on an on-going bases

Description: All students in grades fifth through eighth will complete writing assignments and other samples of work that teachers will save on an on-going basis. Selected samples will then become part of the students' writing portfolio.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date Comment

7/16/2009 The creative writing teacher will be responsible for gathering all of the writing samples for the portfolio and then glean the samples from the portfolio and keep the very best samples of work for the next year.

Activity: Teacher assigned to students

Description: A specific teacher will be assigned to each student to monitor his or her portfolio. The teacher will keep samples and work with the student to complete his or her portfolio.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date Comment

7/16/2009 A specific teacher is assigned to monitor each child's portfolio. The teachers who have been assigned during this past year the teachers were Michele Kuzmen, Alicia D'Ambrosio, and Gina Cedrone.

Strategy: Writing of Research Papers

Description: The seventh and eighth grade students are responsible for writing a comprehensive research paper. The advanced language/reading teacher along with the seventh and eighth grade teachers instruct the students throughout the school year with the goal of having a complete research paper before the end of the year.

Activity: Research Papers from grades 6-8 turned into principal each trimester

Description: Students in grades sixth through eighth will complete one research paper each trimester using state standards. These papers will be collected and turned in to the principal each trimester for review.

Person Responsible Timeline for Implementation Resources

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

Status: Complete

Date **Comment**

7/16/2009 The students are required to begin a research paper each trimester using state standards. However, at the eighth grade level the students are required to complete a term paper using APA methods.

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 Philadelphia Performing Arts Charter School follows the Philadelphia School District core curriculum and the PA Standards Aligned System, with a vigorous instructional program including the arts which are aligned to all of the National standards for academics and arts.
- Documentation includes PSSA results, PVAAS, SPI, Reading levels tests, teacher constructed tests, student writing portfolios and teacher observations.
- For the school year 2011-2012, PPACS has written a new curriculum which is based on the state common core curriculum, SAS and incorporates national, state and local standards integrated with the arts.
- In-depth, inquiry-based teaching and learning are promoted by the principal through the use of hands-on materials in mathematics, science and interactive, engaging classrooms across the curriculum.
- Our teachers provide a rigorous instructional program so that every class is accelerated at some level. Those students who continually surface as performing beyond advanced and/or proficient are challenged with additional work in all areas. Those students who perform below standards in literacy and mathematics are assisted by the basic skills teachers and tutoring programs.
- Teachers receive inservice on an ongoing basis so that they are provided the skills to have actively engaged students. They are given opportunities to observe classroom teachers using interactive methods and there are "teacher coaches" available within the school at all times to model interactive classroom styles.

Rigorous Instructional Program - Attachment

- Professional Development Approval

English Language Learners

There are currently no ELL students at this school. However, Philadelphia Performing Arts Charter School has a plan and resources in place if a student enters the school that requires these supports.

There are currently no supporting documents selected for this section.

Graduation Requirements

In order to successfully move on to the next grade, PPACS students are required to meet all academic requirements of their teachers and to compile a passing average grade of 70% in each subject. Promotion is based on teacher measurements, performance and curriculum-based assessment.

Special Education

Comprehensive Support Process refers to the system of support, which is in place in schools and is designed to ensure that no child slips through the cracks, whether the student's needs are academic, social, personal, or emotional. The process begins informally, with classroom or principal accommodations and supports. If either the classroom teacher or parent is concerned about the child's academic progress, the Special Education Teacher will be notified in writing through a Referral for Student Services. A CSP team, consisting of the principal, two Curriculum Specialists, two Learning Specialists, Special Education teacher, school nurse, classroom teacher, and Arts teachers as relevant, meets to discuss the needs of the child, as well as the possible supportive interventions.

PPACS initiated the Response to Instruction and Intervention (RtII) process. Staff received professional development, were given handbooks, and placed on RtII teams. The teams meet a minimum of once a month and teachers may refer a child who is struggling at any time. The student receives interventions in three tiers before being referred to CSP.

If the student requires more support, the entire staff works together to produce a Student Intervention Plan, detailing the efforts they will make to help the student. Once the child is given the support and interventions required through the CSP process, the team gathers to determine whether or not the child is making progress. If it is determined that further evaluation is necessary, the parents of the child are notified and permission to evaluate is requested. The final component of the process, if neither of the above is effective, is a formal Multidisciplinary Evaluation to determine whether the child is eligible for Special Education services.

The child is given a complete Multidisciplinary Evaluation and his/her needs are addressed. We call together a team meeting consisting of the Principal, Regular Education Teacher, Special Education Teacher, Learning Specialist, TSS worker, etc) At this time, the evaluation results are discussed and, if necessary, an Individualized Education Program (IEP) is written. In the IEP, the specific needs of the child are addressed through individualized goals and objectives.

The Principal, Resource Room Teacher and Special Education Support Teacher monitor students "at risk". All information on students is kept on file both in the classroom and main office and can be accessed by parents, teachers and administrators. The Principal reviews all interim Basic Skill reports, Terra Nova results, PSSA results, report cards, CSP process and the implementation of the IEP goals/needs of Special Education students to ensure academic success of all students. The teachers work diligently to accommodate the learning needs of all our students and are eager to do their best to improve their instructional program where needed.

Special Education - Attachment

- Special Education Policies 2011

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Michelle Kuzmen	1.00	SE (all classifications)	PPACS	58	Instructs students with IEPs/RtII
Danielle Acchione	1.00	SE (all classifications)	PPACS	48	Instructs students with IEPs/RtII
Stephanie Ferriola	1.00	SE (all classifications)	PPACS	38	Instructs students with IEPs/RtII
Lisa Nuccio	1.00	SE (all classifications)	PPACS	76	Grades 4-8 in-class inclusion support

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Solutions	.10	Occupational Therapist	PPACS	6	Weekly
CATCH	.10	Psychologist	PPACS	50	As needed.
Abbington Speech	5.0	Speech Therapist	PPACS	60	Weekly

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Assistant	PPACS	1.00
Counselor	PPACS	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Courtney Barrett	Occupational Therapist	1 day
Dr. Salvatore Presti	Physchologist	1 day
Joanna Hogenson	Speech Therapist	5 days

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Math and Reading	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
PSSA Science	No	No	No	No	Yes	No
Acuity	No	Yes	Yes	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA Math and 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

Student Assessment

Our percent of proficiency has increased over the years. When tracking a class, there is a noticeable improvement in the percentage of children who have achieved the proficiency level. We will continue to implement programs and integrate our curriculum. Our goal is for every child to reach proficient or advanced by 2014 in accordance with the No Child Left Behind Legislation.

- Our text books and instruction are purchased and driven-based upon the results of the standardized tests. Staff members, particularly basic skills teachers and curriculum support personnel, are placed within the classroom to assist those students who are having difficulty mastering Mathematics or Language Arts/Literacy.
- Locally developed tests are used as a further indicator to drive curriculum, student improvement and decision making. Students who at any time are falling below the expectations of the program are given immediate support from the classroom teacher and the additional teaching support staff. This RtII/CSAP strategy is another avenue implemented by the school so that children are identified quickly whenever a problem occurs.
- Teacher observations, portfolios, teacher anecdotal reports and interim reports all contribute to the student achievement plan and help to monitor student progress.
- Those students who are at risk, failing, or are not making progress are immediately referred to the RtII/CSAP team. This team consist of the curriculum support teachers, basic skills teachers, classroom teacher, school nurse, principal and parent. The team constructs a plan so that the child will be able to meet with success and succeed. The team comes together on a regularly scheduled basis to monitor the process of the student. If after the interventions are in place the child is still not meeting with success, the child is then referred for special education evaluation and testing to determine if there are any other impediments. These methods have proven to be very successful within our school population.
- After AYP results for the school year 2011-2012 are received, they will be submitted.

Student Assessment - Attachment

- Adequate Yearly Progress Status

Teacher Evaluation

The criteria by which teachers are evaluated are based on the Pennsylvania State Teacher Evaluation form which includes four (4) areas: Planning and Preparation, Classroom environment, Instructional Delivery and Professionalism. A Three Minute Walk Through Concept and a written narrative are also utilized that details and outlines the teachers strengths and areas for improvement which includes: Personality (How teachers interact with learners etc.), Preparation (Content of lessons, activities, standards, etc), Pupil Reaction (Students actively participate in lessons and demonstrate academic proficiency at the appropriate levels etc.) Teachers Technique, Materials used in each lesson (Multi media concepts and diversification of

teaching strategies). Weekly lesson plans are reviewed and ongoing conferences with teachers are held to discuss the strengths and weaknesses of the instructional program. Upon completion of each formal observation a conference is scheduled with the Principal and teacher to discuss the lesson.

The administratively certified CEO/Principal is responsible for teacher and staff evaluation.

The evaluator is trained in all areas of administration and Special Education. The evaluator also participates in discussion sessions with the school Psychologist, Mental Health workers and case managers from Public Agencies to develop strategies to solve student problems and resolve issues. In addition, all professional development workshops that are offered to the teachers are attended by the evaluator.

Teacher Evaluation - Attachments

- Teacher observation form mid year
- Teacher Evaluation form 2010-2011

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

John Bumbaca a Board of Trustee member resigned. His seat was filled by Kristin Kubach.

Margery Covello and William Leach were elected as Board of Trustee members.

Angela Corosanite resigned as CEO and was replaced by Dr. Gail H. Aviccoli.

Angela Puleio was hired as Vice Principal to assist the CEO/Principal.

Board of Trustees

Name of Trustee Office (if any)

Javier Kuehnle President

Krista Alexander Board Member

Margery Covello Treasurer

Kristin Kubach Secretary

William Leach Vice-Chairman

Professional Development (Governance)

Training was delivered by: Santilli & Thomson, LLC, Sand and Saidel, P.C. Attorneys at Law, and the State Department of Education workshops. All Board members received professional development. The following topics were addressed: Complete explanation of budgetary process, complete line item explanation of budget, disciplinary procedures and policies, sexual harrassment, duties and responsibilities of Board members particularly attendance policies.

Coordination of the Governance and Management of the School

The Board of Trustees hold monthly meetings to deal with all aspects of the school's operation and governance. Board members communicate with staff through the Chief Executive Officer.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meetings 2011-2012

Community and Parent Engagement

Weekly Communication Envelopes are sent home with all students that include:

- Notices of all events, programs and trips.
- A monthly calendar is also sent home at the end of each month.

Teachers have ongoing contacts with parents through blogs, e-mail, phone, and written and in-person communication. Parents are encouraged to participate in all school functions and activities. School advertisements and articles of interest can be found in the local newspapers and on our web site. Student work and classroom activities are also posted weekly on PPACS web site. Board of Trustees meetings are advertised and open to the public. Staff meetings are held bi-weekly. Home and School meetings are held monthly and classroom teachers provide weekly reports to parents to keep the lines of communication open.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The Home and School Association and Activity Committee conducted fundraising throughout the school year and the school expects to continue the practice during the upcoming school year.

Activities include but are not limited to:

- Book Fair
- Holiday Shop
- Roller Skating
- Spirit Night
- Yankee Candle
- Cherrydale Farms
- Claire's Gourmet
- Ink Cartridges
- Box Tops
- Target

Fiscal Solvency Policies

The Board of Trustees has adopted financial policies and procedures which include the topics: budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The business office provides interim financial reporting for the Board of Trustees and CEO on a monthly basis. The Controller meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

Accounting System

The accounting system is MIP Sage and it is loaded with the State Chart of Accounts. Transactions are posted by the Controller's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly and reviewed by the Board of Trustees. Reports are generated in compliance with State requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Statement of Revenues and Expenditures 2008-2009 PPACS
- PPACS Revenues, Expenditures & Fund Balance
- Statement of Revenues, Expenditures & Fund Balance

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

The school's auditing firm is Joyce Miller and Associates. The last audit was dated March 9, 2012 for fiscal year 2010-2011 and has a clean unqualified opinion with no findings.

It is impossible to submit an audit for 2011-2012 by August 1, 2011. We expect the audit for 2011-2012 to be available by December 31, 2012.

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

- PPACS Audit 2010-11

Citations and follow-up actions for any State Audit Report

Our school had not been been audited by the State in Fiscal Year 2011-2012.

SECTION VII. FACILITY RESPONSIBILITIES

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

Philadelphia Performing Arts Charter School leases a facility at 2600 South Broad St. All furniture and equipment was purchased after obtaining quotations from various vendors. The school purchased furniture & equipment cost \$108,000

Future Facility Plans and Other Capital Needs

The school and its related foundation purchased a new building two blocks from the main campus. This will provided needed space for additional authorized enrollment. The school continues to explore options to accomodate a new high school scheduled to open with 350 students in September, 2013. The Board has designated a portion of fund balance for capital needs. The lease currently in place is within the limits of the school's future projected budgets.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

All health and safety requirements are addressed in our policies and procedures manual in conjunction with all regulations issued by Fire and Police Department. All medical records are maintained by a full time school nurse and locked in a secure filing cabinet to adhere to confidentiality laws.

In the 2011-2012 school year, PPACS contracted with The Nutrition Group. All bidding and state requirements were adhered to during this process.

All of the lunch guidelines are distributed to the entire school at a series of parent workshops, addressing nutrition. Starting with our back to school night, a nutritionist facilitates workshops providing parents with guidelines.

The nutritionist also works with our activity coordinator in planning classroom snacks for rewards and parties.

The school has no vending machines on the premises.

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

- Request for Reimbursement/School Health Svcs
- Wellness Policy 2011-2012

Current School Insurance Coverage Policies and Programs

For medical insurance, the school offers the following plans in accordance with Act22 to employees:

- Aetna Medical
- United Concordia Dental
- Wage Continuation
- Life Insurance

Please see attached certificate for other liability insurances:

- Worker's Compensation
- General Liability
- Corporate Officers Error and Omissions
- Contents Insurance

Current School Insurance Coverage Policies and Programs - Attachments

- Insurance Cert 2010
- Certificate of Liability Insurance
- Certificate of Liability 2011-2012

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

We have 36 professionals on staff, which includes twenty five classroom teachers, two Curriculum program developers, three Special Education Teachers. Ten teachers hold Level II certification, and nineteen have a Masters Degree. Seven Art teachers, our Dance teacher is not certified because there is no program of dance certification. Our dance teacher is an Artist in residence. All teachers returned for the school year 2011-2012, except for the French teacher. All of our teachers provide an effective instructional program which implements strategies intended to promote success for all of our students. The principal conducts both formal and informal classroom observations. All of our teachers have received satisfactory observations/ratings.

The ESPP for the 11-12 school year was submitted through PIMS and the PDE 414 is attached.

Quality of Teaching and Other Staff - Attachments

- Staff Assignment
- Staff Assignment 2010-2011
- PDE 414 2011-2012

Student Enrollment

All admissions are carried out in accordance with Charter School Law Act 22. The number of applicants from Philadelphia exceeded the projected enrollment therefore a public lottery was held and a waiting list established in lottery order. Sibling preference is honored, as space is available. Parents of selected students will complete all registration forms. Kindergarten students must be 5 years of age by September 1. Enrollment for the school year 2011-2012 are as follows:

Kindergarten —83

1st grade — 87

2nd grade — 82

3rd grade — 79

4th grade — 77

5th grade — 54

6th grade — 68

7th grade — 67

8th grade — 56

647 students were initially enrolled as of September 2nd.

6 students left voluntarily during the school year and 6 new students from the lottery list were accepted at that time.

653 students completed the school year 2011-2012

Student Enrollment - Attachment

- PPACS Admission Policy

Transportation

Parents provide the transportation for their children to and from school. All students in grades 7 and 8 receive transpasses and students in grades 1 through 6 have a choice of reimbursement or transpass. Kindergarten students are dropped-off and picked-up by parents/guardians.

Food Service Program

The school has engaged the services of The Nutrition Group. Students receive free and reduced lunches based upon their financial standing. The remainder of the students may purchase their lunch at a significant reduction.

Student Conduct

Discipline focuses on prevention, action and resolution. An emphasis is placed on discipline with dignity. Expectations are articulated in the School Code of Conduct and Board Policies. Governing discipline is outlined in the Parent/Student Handbook distributed at the beginning of the school year. The PPACS Code of Student Conduct: A Partnership in

Responsibility is the driving force guiding student behaviors. Some indicators of social and moral growth are the following:

Our average daily attendance rate has been 95%, which indicates that students take school seriously. Our suspension rate is less than 1% and there have been no expulsions, with less than 1% serious incidents to report. Our students enjoy working together in all their classes. This is due to the frequent use and success of the cooperative learning model in all classrooms. Students show a respect for one another as well as for the staff and school. This observation is based on the 100% participation in all classroom activities, extra curricular activities and school wide performances. 95% of our students receive O (Outstanding) or P (Progressing) in the areas of social development indicated on the report card. Our program is designed to encourage students to work together to solve problems in a positive, non-violent manner. The curriculum content in reading, language arts and social studies focuses on multicultural themes that promote understanding and harmony amidst diversity. Incentive programs are in place to reward students for good behavior including participation in after-school sports and special activities. Many of our students receive student of the month awards and special trips. Other incentives and activities are planned to foster positive growth in social behaviors. At PPACS there is an acceptance and respect for individual talents, differences and abilities. This builds self-confidence within our students and promotes an environment conducive to learning.

The discipline policy complies with Chapter 12 & 13 of the Public School code. Incidents are referred to the Principal/Chief Executive Officer. After a hearing with the student and conference with parents, a short-term suspension may be authorized by the administrators for those students who willfully violate the Code of Conduct. Expulsion of the student shall be made by the Board of Trustees upon recommendation of the Chief Executive Officer. A hearing will precede any expulsion with the Chief Executive Officer, parent, student, and a committee of Trustee members.

Student Conduct - Attachment

- Discipline Policy 2011-2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Philadelphia Performing Arts 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 Philadelphia Performing Arts 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: Gail H. Avicolli **Title:** CEO
Phone: 215-551-4000 **Fax:** 215-551-1113
E-mail: gavicolli@ppacs.org

Signature of the Chief Executive Officer and Date

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

Name: Javier Kuehlne **Title:** President
Phone: 215-850-5777 **Fax:** 215-629-1143
E-mail: javierkuehlne@gmail.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Michelle Kuzmen **Title:** Special Education Teacher
Phone: 215-551-4000 **Fax:** 215-551-1113
E-mail: mkuzmen@ppacs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Signature Page
- Signature Page

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- Signature Page 09-10
- Assurance for Compliance with Public Official & Employee Ethics Act
- Assurance for Operation of Charter Schools
- Assurance for Compliance
- Assurance for Compliance with Public Official & Employee Ethics Act
- Assurance for the Operation of Charter School Services