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# Pennsylvania Department of Education

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

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

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# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

Charter School Annual Report  
Summary Data  
2011 - 2012

**Name of School:** Propel CS-Homestead

**Date of Local Chartering School Board/PDE Approval:** 10/23/2008- Renewal

**Length of Charter:** 5 years   **Opening Date:** Sept. 2, 2003

**Grade Level:** K-12   **Hours of Operation:** 8:30AM - 3:30PM

**Percentage of Certified Staff:** 95%   **Total Instructional Staff:** 37

**Student/Teacher Ratio:** 15:1   **Student Waiting List:** 437( as of July 1)

**Attendance Rate/Percentage:** 92%

## Summary Data Part II

Enrollment: 565 Per Pupil Subsidy: 14508

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	485
Hispanic:	5
White (Non-Hispanic):	25
Multicultural:	50

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 91%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 101

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	190	190	190	190	190
Instructional Hours	0	0	1140	1140	1140	1140	1140

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Propel Charter School-Homestead has completed its ninth year. Propel Homestead served 565 students from 16 different school districts. The school implemented the programs described in the charter; children made substantial learning gains; and the school is organizationally and fiscally healthy. This report reviews the programs the school implemented, describes the children the school served, provides data on the learning that took place, and outlines the goals to be pursued in the coming year.

At year end, 17% of the children at the school had an IEP. The student body was 4% white, 86% African-American, 9% Multi-Racial and 1% other; and there was a very high incidence of poverty (91% eligible for free or reduced price lunches).

The school's mission is to develop academically accomplished young men and women who are poised, curious, and disciplined—upstanding individuals who will be effective members of a community. Propel graduates will be great readers, writers and problem solvers, knowledgeable, confident in themselves, and ready and eager to impact their communities; benefiting themselves, their neighborhoods and our region. The school is a dynamic place where teachers, families, students and community partners work together both in the pursuit of excellence and in the cultivation of curiosity, creativity and collaboration. The school encourages excellence through an intense focus on reading, writing, mathematics, history and science and through explicit attention to the creation of a caring, nurturing community that provides, in partnership with families, abundant individual support and encouragement.

Propel Charter School-Homestead has put in place the unique and powerful program described in the charter. This program includes: 1) Full day Kindergarten and a longer school year and longer instructional day; 2) small class sizes and individual attention; 3) a 2 ½ hour humanities block; 4) a comprehensive Science program; 5) a unique cultural arts program; and 6) a powerful professional development program.

Implementing this program requires a very strong staff, and the school has that kind of staff. Bob Bischoff served as the school's principals, at the K-8 building and Angela Allie as the Principal in the 9-12 school. Dr. Exley Warren served as the assistant Principal in the K-8 building. Dr. Carol Wooten, Superintendent, actively supported them and the remainder of the school staff. Christina Frazier served as the Literacy Coach; Sarah Mahon as the Mathematics coach at the K-8 building. This highly talented leadership team led a 93% certified of 37 teachers. They were assisted by 10 full and part-time instructional aides. The school implemented a professional development program that included in classroom coaching, seminars, workshops at the school, as well as attendance at workshops presented by the AIU, PATTAN, PDE and others.

During the year, Propel Homestead expanded its strong on-going assessment plan. The plan included a set of targets based on multiple measures. There were very strong gains in math and reading (as measured by PSSA). Parents were very satisfied with the school, and student attendance was good.

## **Mission**

Our mission is to develop academically accomplished young men and women who are poised, curious and disciplined; upstanding individuals who will be effective members of a community. Propel graduates will be great readers, writers and problem solvers, knowledgeable, confident in themselves, ready and eager to impact their communities; benefiting themselves, their neighborhoods and our region.

## **Vision**

We envision dynamic schools where teachers, families, students and community partners work together both in pursuit of excellence and in the cultivation of curiosity, creativity and collaboration. Propel schools encourages excellence through an intense focus on reading, writing, mathematics, history and science. We pay explicit attention to the creation of a caring, nurturing community that provides, in partnership with families, abundant individual support and encouragement.

## **Shared Values**

We have core beliefs about Academics, Community and Personal Power that anchor our work and serve as touchstones, shaping key decisions in the life of our schools.

### **On Academics**

Leading children to academic accomplishments is a central purpose of our school. We place supreme importance on the development of literacy because reading well is the foundation for further learning. We believe children are able to think deeply and that this intellectual engagement is central to academic accomplishment.

### **On Community**

We believe in the power of a community to lift individuals, and that it is our job to prepare children to build and be part of such communities. We also believe it is our job to lead teachers, parents and community partners, through an open exchange of ideas, to share a sense of responsibility for the success of each child.

### **On Personal Power**

We believe that every child is unique and personally powerful. Pursuing personal passions and participating in the arts, physical activities and community service promote both understanding of the world, and appreciation for individual differences. We see children as active participants in creating their futures and feel it is our job to constantly encourage children to explore and reflect, cultivating knowledge of self and a sense of personal efficacy and power.

### **Promising Principles and Powerful Practices**

Propel Schools Promising Principles and Powerful Practices provide a structure and a common language to describe the work in our schools. They were developed, not as an initial foundation, but instead as a description of our schools. The Promising Principle are:

1. Agile Instruction: Each learner has distinct and changing needs. Teachers and teacher teams continually and flexibly adjust instruction to meet learner needs.

Powerful Practices:

1.1 Continuous use of data shapes and guides instruction.

1.2 Planning reflects varied learning styles.

1.3 Instructional methods vary with learning needs.

1.4 Technology is embedded in teaching and learning..

2. Embedded Support: Everyone in the organization is guided, nurtured, and encouraged. Everyone is a coach. Everyone is coached.

Powerful Practices

2.1 Coaching is structured at all levels.

2.2 Extensive support is provided to parents and families.

2.3 Teachers support students beyond the classroom.

3. Culture of Dignity: Relationships, built upon a fundamental appreciation for the unique experiences of each individual both in school and beyond, anchor the Propel community.

Powerful Practices

3.1 Expectations are clear, high and universal.

3.2 Success is built upon strengths.

3.3 Democratic norms are evident.

3.4 Consequences are restorative.

3.5 All voices are valued and acknowledged.

3.6 Family and community are assets.

3.7 Relationships are meaningful and valued.

4. Fully Valued Arts Program: Artistic expression and creativity are essential components of a complete education.

Powerful Practices

4.1 Teaching Artists in residence provide extended experiences.

4.2 Full-time Art and Music teachers integrate learning.

4.3 Arts Education is provided to every student, every day.

4.4 Culminating Celebrations of Learning highlight student accomplishments.

5. Vibrant Teaching Communities: Propel Schools are extraordinary places for educators to work. Continuous professional learning and growth are both expected and supported.

Powerful Practices

5.1 Recruitment and hiring process is rigorous.

5.2 Induction and mentoring programs strengthen new staff.

5.3 Professional Development is collaborative and systematic.

5.4 Collaboration and sharing of best practices is expected and supported.

6. Quest of Excellence: Good is never enough. Administrators, faculty, and staff are constantly striving to reach an ever-rising standard of excellence.

## Powerful Practices

- 6.1 Success targets are explicit and always evolving.
- 6.2 Vision and culture are clear and reinforced.
- 6.3 Advisory Committee and Board of Trustees drive a research-based approach.
- 6.4 University and educational research partnerships are sought and sustained.

## Academic Standards

At Propel, we believe strongly in the need for clear expectations. These expectations define what Propel students should know and be able to do. They provide students and their families with clear goals for the hard, focused work that is an integral part of life at a Propel school.

What follows is a list of the major goals that anchor these clear expectations, brief descriptions of what we expect in terms of Academic learning, learning to be effective in a Community, and learning to be Personally Powerful. They emerge from our vision of schooling and are fully aligned with the **Pennsylvania State Academic Standards**. They provide a clear goal for students and constitute a promise to families enrolling children at a Propel school.

In addition Propel Schools has begun the transition to the **Pennsylvania Common Core Standards**, these new standards are being phased in according to the schedule provided by the Pennsylvania Department of Education. These standards provide a clear goal for students and constitute a promise to families enrolling children at a Propel school.

Students in Propel’s K-12 school program will:

### **Academics**

#### *Demonstrate excellence in core academic disciplines*

- a. Read and write well;
- b. Listen skillfully and communicate clearly;
- c. Show a meaningful understanding of mathematics—see relationships and patterns, compute fluently and apply skills and procedures to solve problems;
- d. Show knowledge of historical events and an understanding of historical research, sources, chronology and interpretation;
- e. Show knowledge of scientific principles and an ability to apply methods of scientific inquiry.

**(Demonstrations fully aligned with the PA Academic Content Standards)**

## **Community**

*Develop awareness, understanding, and appreciation of what it means to be part of a community*

- a. Work effectively with peers and others to achieve a goal;
- b. Manage time and resources to meet commitments and obligations;
- c. Understand the roles of a leader, a follower, and an individual in a group;
- d. Understand and respect the differences within and among various communities and negotiate differences with others tactfully.

## **Personal Power**

*Develop a clear sense of purpose and path and pursue a personal passion*

- a. Set goals and reflect accurately on progress toward those goals;
- b. Demonstrate self-discipline and work hard to achieve goals;
- c. Recognize personal strengths and weaknesses;
- d. Demonstrate curiosity about the world and an eagerness to learn and grow;
- e. Appreciate many kinds of positive, personal expression (including the arts, music, language, sports, and hobbies);
- f. Acquire expertise in and passion for at least one.

## **Strengths and Challenges**

### **Strengths and Challenges**

**Propel Charter School-Homestead is using the School Improvement planning process to improve upon the areas identified as Challenges and to enhance the areas identified a strengths. Stakeholders have participated in many ways in creating the plan, and multiple data sources were utilized to demonstrate results. These data sources include teacher records and observations, student feedback, parent and teacher surveys, the 4-Sight, PSSA, MAP (NWEA) Assessment at all grade levels, the developmental reading assessments, and local assessments. Multiple data sources are further strengthened by an annual review of the curriculum by the Educational Advisory Committee which is comprised of well-known experts from higher education, educational research organizations, the cultural arts, and the manufacturing and technology sector.**

**The 2011-2012 school year ended with 565 students in grades K-12. At the end of year one Strengths and Challenges were identified. These areas continue to be used for school improvement planning.**

**Strengths: Research-Based Academic Programs that Led to Stakeholder and Student Growth, School Culture, Parent Satisfaction, Partnerships, Teacher Professional Growth,**

**Challenges: Students Who are performing below grade level specifically in reading, and sustaining and enhancing the School-wide Discipline Plan.**

**The following chart gives a more detailed description of the Strengths and Challenges. They are broken down into relevant information (2010-2011 school year) and next school year (2011-2012 school year).**

Strengths

Student Achievement (Academics)

**Next School Year**

- The percentage of students and parents who say that the school maintains high academic standards (end of 2011-2012 school year survey) will increase moving towards 100%.
- Interventions will be strengthened for all grade levels K-12 and more teacher professional development will occur throughout the school year to ensure that the interventions are occurring with fidelity.
- Progress monitoring of intervention data will be closely monitored by the leadership team
- A continued intense focus will be placed on the students that are below grade level specifically in reading and writing.

**School Climate**

**Next School Year**

- **The Core Team comprised of teacher leaders in grades K-12 will continue to meet on a consistent basis to enhance the culture of learning and security.**
- **The number of teachers, parents, and students who gave the school climate a favorable rating will increase significantly.**
- **The number of teachers and students stating that the school is safe and secure will increase significantly.**
- **To sustain the critical features of the School Wide Positive Behavior support Program.**
- **The revised Code of Conduct will support the SWPBS Plan.**

### **Parent Satisfaction**

#### **Next School Year**

- **Parents will be given a list of specific volunteer opportunities, and administration and teachers will work together to increase the number of parent volunteers in school activities.**
- **Parent workshops will be enhanced with a focus on how they can help increase the academic achievement of their children.**
- **An effort will be made by the principals and staff to increase consistent parent participation in the School Council.**
- **School-Home communication will be expanded and include more home visits.**

### **Teacher Professional Growth**

#### **Next School Year**

- **Instructional Coaches and teachers will work together to provide workshops and facilitate the work of paraprofessionals/title support and Americorps Members.**
- **Teachers will assume leadership roles in ASSET Science and the high school science scope and sequence and work closely with the Science Coach.**
- **The Instructional Coaches will work closely with the classroom teachers to help analyze data and create trimester calendars of skills and concepts that students have not mastered.**

- **Percentage of teachers satisfied with their professional growth opportunities will continue to increase.**
- **Tuition reimbursement will be continued.**
- **Teachers will be encouraged to lead professional learning communities and present at local, state, and national conferences.**
- **Opportunities to visit other Propel teachers both on and off site will continue to occur throughout the 11-12 school year.**

## **Challenges**

### **Students Performing Below Grade Level**

- **Continue to set targets of success for each benchmark assessment to monitor progress of all student subgroups throughout the 2011-2012 school year.**
- **To enhance the RTII process and to better identify which interventions would be the best fit for specific learning deficits at all levels.**
- **To continue to create short/long term planning documents with the instructional coaches based on benchmark data.**
- **To enhance and continue to meet with the resource staff to review weekly progress monitoring data of all special education students as well as those students that are performing below grade level.**
- **Director of Curriculum, Instruction, and Assessment will work closely with the Instructional Coaches and Principals to increase student achievement school wide with a particular focus in literacy.**

### **Sustaining and Enhancing the School-wide Discipline Plan**

**Propel has identified a district-wide school support specialist who has presented workshops and seminars on school-wide positive behavior support. Although discipline infractions have declined, the goal is to continue to decrease reports in all three tiers.**

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

Propel strongly believes in developing annual performance goals based on the mission, vision and beliefs of the school. During the 2011-12 school year, Propel continued to utilize a comprehensive framework of performance indicators developed during the 2004-2005 school year. The indicators cover the broad domains of:

- A. Student performance;
- B. Stakeholder satisfaction;
- C. School Culture; and
- D. Cultural Experiences

This Propel Schools' trustees reviewed and accepted the 2011-2012 indicators. The indicators are used to report the school's performance and track longitudinal progress.

In order to present a comprehensive view of the performance, multiple assessments are given. This allows the presentation of a more comprehensive measure of performance, but also generates information that is useful for internal planning and instructional improvement. Multiple indicators are sometimes given around a particular indicator. For example, for math proficiency, included is the required AYP goal, but because this goal is only grade 3 and up, we also included a proficiency measure based on the NWEA MAPs and 4Sight.

Note that for the core areas of math and reading, the goals are not just for proficiency but for growth. The schools beliefs revolve around the importance of multiple indicators for success, not just at the percentage of students who reach a benchmark, but at the percentage of students who are improving their skills each year regardless of the starting point.

### Strategic Planning Committee

<b>Name</b>	<b>Affiliation Membership Category</b>	<b>Appointed By</b>
Bartlett, Randall	Propel CS Administrator	Carol Wooten CAO
Darryl Robinson	Propel CS Administrator	Jeremy Resnick
Dr. Carol Wooten	Propel CS Administrator	Board of Trustees
Mandi Davis	Propel CS Special Education Representative	Carol Wooten
Robert Bischoff	Propel CS Administrator	Carol Wooten

### Goals, Strategies and Activities

#### **Goal: Operate a successful school in accordance with the charter**

**Description:** Provide a comprehensive framework of performance indicators to track and report school performance (see attached Annual Measurable Goals Chart in required documents section under data tab)

**Strategy: Create a positive school climate**

**Description:** Assure a safe, secure and nurturing environment where all students can learn to their maximum potential

**Activity: Collect relevant data based on annual measurable goals chart**

**Description:** Measures of attendance, parent involvement, safety, rigor, and caring.

**Person Responsible Timeline for Implementation Resources**

Carol Wooten	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** Complete

**Strategy: Ensure that stakeholders are satisfied**

**Description:** A positive affect among all stakeholders

**Activity: Collect relevant data based on annual measurable goals**

**Description:** Measures of family satisfaction, re-enrollment, waiting list, faculty satisfaction

**Person Responsible Timeline for Implementation Resources**

Carol Wooten	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** Complete

**Strategy: Improve student performance**

**Description:** Deliver a rigorous instructional program to enhance student achievement

**Activity: Collect relevant data based on annual measurable goals**

**Description:** Measures of student academic proficiency and growth by PSSA and growth in math and reading as measured by NWEA MAPS and 4-Sight

**Person Responsible Timeline for Implementation Resources**

Carol Wooten	Start: 1/1/2007	-
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Finish: Ongoing

**Status:** Complete

**Strategy: Provide cultural experiences**

**Description:** Engage external partners to provide daily cultural experiences to all students

**Activity: Collect relevant data based on annual measurable goals chart**

**Description:** Measures of time during the school day devoted to the arts and the number of cultural arts partners

**Person Responsible Timeline for Implementation Resources**

Carol Wooten	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** Complete

**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**

**Rigorous Instructional Program**

The school’s program is an innovative combination of proven practices. They are described below.

*Structure*

The schools are small ( 600 students in grades K — 12 - Propel Homestead and Propel Andrew Street High School) and will stay small (<600). Class sizes are small (maximum of 20 in K-4, 25 in 5-8 and advisories of 16 to 20 at the high school level. There is more time for instruction because the school day is longer (6 hours of instruction daily) and the school year is longer (190 calendar days). We also offer a full-day Kindergarten. Our teachers work 220 days each year, an increase which allows for extensive professional

development. This is in addition to the in-classroom coaching and workshops that occur before and after school.

### *Continuous Assessment to Meet Individual Needs*

The heart of high performance and continuous improvement is the regular and persistent review of data and results. Our frequent assessments identify where intervention, support, and enrichment must guide instruction. We assess through: Kindergarten Readiness; the DIBELS Reading Assessment — at least 3 times a year; the DRA — annually for everyone in the primary grades, and more frequently for students not at grade level; PSSA — Grades 3-8 and 11; MAP (NWEA) Assessment at all grade levels K-12; 4Sight five times; and an ongoing reading level based on the 100 Book Challenge program and other diagnostic reading assessments. Most importantly, we make decisions throughout the school year based on the assessment data. For example, during this past year, we moved children up a grade level and had children in multi-grade experiences. High School students are in multigrade advisories and seminars. We also use flexible grouping in both literacy and math to ensure that children are receiving instruction that is at the appropriate level. Tutoring sessions are scheduled throughout the day, after school, and in the summer program. The assessments are also used to create individual student achievement goals that are monitored and changed based on assessment results. Students in grades 9 - 12 create Personal Learning Plans and use Google Docs to create, share, and submit work.

### *Unique 2 to 2.5 Hour Literacy Block*

The school uses a developmental, phonics based reading program to build decoding, fluency and comprehension skills. Our students use the highly recommended (NCTE) Open Court Series, which is compatible with our Balanced Literacy Program. We also use the Waterford Reading Program, a nationally recognized and award-winning program for primary students. Students in grades K-5 have two and a half hours of literacy each day, and students in grades 6 — 8 have an hour of reading and an hour of language arts. Students in grades 9 - 12 have a one and a half hour Literacy Block, where there is instruction in reading, writing, grammar, and composition. Writing is the fundamental component of the literacy program. English classes will introduce students to both classic and contemporary authors. K - 5 literacy time is comprised of Phonics and Word Studies and immersion into authentic literature. We use the 100 Book Challenge program in grades K - 8 to put Leveled Libraries in each classroom (a new and well-researched movement in Reading Instruction) so that we can meet the individual needs of our children. Our K - 8 Literacy time is broken into: Read Alouds, Shared Reading, Guided Reading, Independent Reading, Literature Circles, Genre Studies, Humanities Projects, and Guided and Independent Writing (Propel-Wide Writing Program.)

### *Strong Math Program*

Propel uses a mathematics program that develops the student's ability to use, represent, and explain mathematical concepts — one that emphasizes computational fluency, conceptual understanding and problem solving. Investigations in Data, Number and Space (the TERC program is used for grades K — 5 and Connected Math is used in grades 6 — 8). The math program in grades 9 - 12 is an integrated program

based on the SAS Curriculum Framework (PDE) and uses various books and software recommended by the NCTM. Seminars include Algebra I and II, Geometry, Pre-Calculus, Calculus, and Personal Finance. The science program is ASSET Science (recommended by PDE) for grades K - 8 and an integrated science program for grades 9 - 12 which is based on the SAS Curriculum Framework. Science seminars include Physical Science, Chemistry, Biology, and Earth Science and Physics. Instruction and activities are very compatible with the other in-depth, inquiry-based programs implemented at Propel. Our K - 4 children use Every Day Counts to analyze data, see patterns, explore math relationships, and communicate using math terms. The software programs Success Maker Math and Study Island support the math program grades 3 and above.

Social Studies Alive is the social studies program for students in grades K — 4. History Alive is the program for grades 5 — 12. All grades participate in a World Cultures Study the last six weeks of school. This study ends in a culminating event, a World Cultures Fair which is open to family, friends, and the community. Students in grades 9 - 12 participate in many experiential and service learning projects in the community. Students look at history, culture, geography, and government through a critical lens, and study other cultures so they are better able to understand and embrace others. Literature that effected history and was affected by history will be incorporated to provide students with a well-rounded way to examine time periods. Students will study Primary Sources and historical documents.

The science component of the studies listed above incorporates the inquiry-based ASSET Science, which is used throughout Allegheny and surrounding counties. Examples of topics are the Kindergarten study of Trees, the first and second grade study of Changes, the third and fourth grade study of Rocks and Minerals, and the middle level study of Populations and Ecosystems. Students in grade 9 - 12 complete a rigorous integrated science program through the seminars listed above. Work is based upon the PA SAS Curriculum Framework moving to Common Core Standards, focusing on the Big Ideas in each area of science.

We feature a unique program at the end of each six -week study; a culminating event that is tied to our Celebration of Learning (see below) takes place. Culminating events give students an opportunity to showcase their work and learning in the content areas and the arts at a well-attended parent/community event. Students receive enrichment through participation in Odyssey of the Mind, Science Fair, Science Olympiad, National Robotics competitions, and various competitions at the Carnegie Science Center.

#### *Celebrations of Learning and Our Enrichment Modules*

Six times a year, a Celebration of Learning showcases student work and accomplishment in both the Cultural Arts module and the core content studies just completed. The Cultural Arts module supplements and supports the ongoing use of creative expression in the classroom and replaces traditional “specials.” Residencies of local artists support the work of the Creative Arts coordinator. This year, we have completed modules with local artisans in jewelry making, photography, art and set design, sewing, band ensemble, Show Choir, and the following local artists in residence: First Tee, Dance Alloy, Stage Right, Broadway and Beyond, and Hip Hop On Lock.

#### *Strong Teacher Selection, An Uncommon Professional Development Program*

We are able to accomplish these activities through outstanding faculty and staff. Our teachers are certified and highly qualified; most of our teachers have either a graduate degree or are in graduate school. The interview process is rigorous — Candidates must present a lesson, complete a collaborative project, critique a lesson, complete a writing sample, and have a personal interview. Teachers are observed frequently

by principals, directors, the superintendent, and assistant superintendent, and supported daily by the school's Literacy and Math Coaches. The superintendent has had experience in Curriculum and Instruction in three local districts, and has been a high school, middle school and elementary principal. She left another superintendent's position to come to Propel, and continues to participate in the Western Pennsylvania Forum for Superintendents. She brings an extensive knowledge base to the academic program in the school. The Assistant Superintendent has been a K-8 principal and is currently completing her doctorate. The Director of Curriculum, Instruction, and Assessment has been an administrator in two Propel Schools and has completed graduate work in this area and completed the Principals Academy and is currently enrolled in a doctoral program in education. The Director of Pupil Personnel Services holds a masters in special education and is currently completing a doctorate in special education.

### *Intensive Use of Technology*

At Propel we value the use of technology in assessing students, maintaining an extensive student data base, and using existing and emerging technologies as tools for enhancing classroom instruction and student learning. Parents have secure web access to their children's grades and attendance. We currently have mobile laptop labs and PC's in each classroom, and two state-of-the-art PC's in Grades Kindergarten through Two (housing the Waterford Reading Software Program). Each 9 - 12 student is assigned a personal laptop computer, and many students are assigned cameras and other equipment throughout the year. There are laptops in the special education resource room and the gifted resource room which are equipped with grade appropriate reading and math software. Distance Learning equipment has been installed and Smart Boards and document cameras are used throughout the schools. The Director of Technology is a Keystone Educator and is in classrooms daily assisting with technology integration. Propel Schools hosts an annual Technology Fair and the Discovery Educators Workshops, both open to other districts.

### *Mission Driven School Anchored in Research on Best Practice*

Our school is a dynamic place where teachers, families, students and community partners work together. The academic achievement of our children is the central focus. We encourage excellence through an intense focus on reading, writing, mathematics, science and social studies. The curriculum follows the PA State Standards (SAS Curriculum Framework) and the Literacy Program is also aligned with the New Standards. Our high school is based on the most current national research about highly successful, non-traditional, small high schools. Our senior instructional staff has completed five years of training with the University of Pittsburgh's Learning Research and Development Center at the Institute for Learning. Frequent and sometimes daily workshops on the Principles of Learning are a part of life at the school. We have multiple research projects throughout the year in partnership with the University of Pittsburgh and Carnegie Mellon University. We pay close attention to the research on how children learn and the key elements of highly successful schools. Our Executive Director and Superintendent have visited outstanding public schools locally, regionally, nationally, and internationally.

## **Rigorous Instructional Program - Attachments**

- Rigorous Instructional Program
- Propel Schools Mentoring Program 2011-2012

## **English Language Learners**

The school has had no English Language Learners enroll. In the event that a child does enroll an ELL, our plan is to contract with AIU 3 which has an ESL department which both conducts evaluations and provides ongoing services. A copy of the report cover page from the LEP System submissions of ELL data to PDE Bureau of Teaching and Learning Support is attached.

## English Language Learners - Attachments

- Propel Schools' ESL Plan
- ELL State Report - Homestead

## Graduation Requirements

1. Students are required to complete 200 credits.
2. Students must demonstrate competency, as determined by external validated student assessments, in English, Mathematics and Writing.
3. Students must have a detailed post-secondary education plan based on the goals identified in their Personalized Learning Plan. This is stored electronically and can be viewed using a QR code on the students locker.
4. Students must complete one internship, workforce placement or dual enrollment.
5. Students must satisfactorily complete all chapter 4 requirements to include the Keystone Exams.
6. Students must complete at least 160 hours of Service Learning in the community.

## Special Education

All Special Education policies and procedures for Propel Charter School Homestead are attached.

Propel arranged to meet the needs of those children requiring specialized instruction through a combination of its own staff, contracted staff, and alternative placements.

## Special Education - Attachment

- Special Education Annual Notice and Report

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher A	1	Learning Support	Propel - Homestead	5	K12
Teacher B	1	Learning Support	Propel - Homestead	8	34
Teacher	1	Learning Support	Propel - Homestead	16	56

C

Teacher D	1	Learning Support	Propel - Homestead	11	7
Teacher E	1	Learning Support	Propel - Homestead	6	8
Teacher F	1	Emotional Support	Propel - Homestead	3	K-8
Teacher G	.90	Learning Support	Propel Andrew Street High School	17	9&10
Teacher H	1	Learning Support	Propel Andrew Street High School	13	11&12
Teacher G	.10	Emotional Support	Propel Andrew Street High School	2	9&10
Teacher I	.50	Speech and Language Support	Propel Homestead	16	K-8

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Pressley Ridge	1	Emotional Support	Pressley Ridge Day School	1	N/A
Wesley Spectrum Services	1	Emotional Support	Wesley Highlands	1	N/A
Pace	1	Emotional Support	Pace School	2	N/A

### Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional A	Propel - Homestead	1
Paraprofessional B	Propel - Homestead	1
Paraprofessional C	Propel - Homestead	1
Paraprofessional D	Propel - Homestead	1
Paraprofessional E	Propel - Homestead	1
Special Education Director	Propel - Homestead	.25
School Psychologist	Propel - Homestead	.25
Paraprofessional F	Propel Andrew Street High School	1
Paraprofessional G	Propel Andrew Street High School	1
Paraprofessional H	Propel - Homestead	1
Special Education Transition Coordinator	Propel - Andrew Street High School	.50
Special Education Coach	Propel - Homestead	.20
SWPBS Coordinator	Propel - Homestead	.20

### Special Education Program Profile - Chart IV

<b>IU, Public Agency, Organization, or Individual</b>	<b>Title/Service</b>	<b>Amount of Time Per Week</b>
AIU 3	Hearing Impairment Services	.05
Crossroads Speech & Hearing, INC.	Occupational Therapy	.20
Crossroads Speech & Hearing, INC.	Physical Therapy	.05
Wesley Spectrum Services	Mental Health Therapy	.60

## **SECTION IV. ACCOUNTABILITY**

### **Student Assessment - Primary**

<b>Test/Classification</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Development Reading Assessment	Yes	Yes	Yes	Yes	Yes	Yes
DIBELS	Yes	Yes	Yes	No	No	No
4-Sight	No	No	No	Yes	Yes	Yes
PSSA	No	No	No	Yes	Yes	Yes
PASA	Yes	Yes	Yes	Yes	Yes	Yes
NWEA MAPS	Yes	Yes	Yes	Yes	Yes	Yes

### **Student Assessment - Secondary**

<b>Test/Classification</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Developmental Reading Assessment	Yes	Yes	Yes	No	No	No	No
4-Sight	Yes	Yes	Yes	Yes	Yes	Yes	Yes
PSSA	Yes	Yes	Yes	No	No	Yes	No
PASA	Yes	Yes	Yes	No	No	Yes	No
NWEA MAPs	Yes	Yes	Yes	Yes	Yes	Yes	Yes

### **Student Assessment**

Data is used both to provide external accountability and to improve the school program. Teachers pay particular attention to data from DIBELS (given 3 times at the primary level), the Developmental Reading Assessment (given multiple times) at the K-8 level, Waterford Early Reading Program (growth measured on an ongoing basis) at the K-8 level, and the Corrective Reading Program (for intermediate students far behind). The K-8 building as well as the high school use the NWEA MAPs assessment. This is an adaptive nationally normed assessment in Reading and Mathematics. A standardized individual academic plan was completed for each student this year and used by teachers when planning instruction and conferencing with coaches. The 4-Sight assessment was used for the K-8 and the high school building to benchmark students progress in meeting state math and reading standards.

The Open Court Reading Program also provides ongoing assessments of student work in language arts, including the Writer's Workshop. The TERC Mathematics Program (*Investigations in Data, Number and Space*) provides ongoing assessments in mathematics, and the ASSET Science Program provides assessments through tests and lab reports. Teachers design written, performance and portfolio assessments in social studies.

Teachers and the Literacy and Math Coach use classroom and individual student observations on a regular basis. Parents are surveyed about their satisfaction with their child's progress, and student work is displayed daily in the school and through the culminating events and exhibitions that take place every six weeks.

Teachers have broken down the state standards into benchmarks for grades K-8, and they have developed checklists for these benchmarks. Students are grouped and regrouped (flexible grouping) throughout each trimester based upon their skill level with specific reading and mathematics benchmarks. Group and individual learning centers have been created for students at all skill levels.

Multiple strategies are in place to make certain that students who are at risk of failure and those not making reasonable progress are provided opportunities to help them succeed. Students not succeeding are provided with after-school tutoring in reading and math and there is an after-school homework club. Students reading below grade level participate in the Corrective Reading Program. This is in addition to the two and half-hours of Literacy Block each day. The evidence demonstrating that these strategies are effective can be found in the data included in this report.

The Waterford Early Reading Program (directed at primary students) is also used to help intermediate level students catch up and fill in literacy gaps that are interfering with their academic performance.

## **Student Assessment - Attachment**

- Homestead Annual Measurable Goals 2011-2012

## **Teacher Evaluation**

### **Teacher Evaluation**

Research shows that the only factor that consistently impacts students' learning is the teacher. Propel's system for evaluation (and for professional development) takes teachers from where they are to where they want to be. The Teacher Evaluation Plan is built around (1) **Reflection - narrowing the focus to specific objectives, discussing instructional skills and strategies, and an in-depth discussion of the PDE evaluation form.** This occurs in the pre-conference for each evaluation — one each trimester. (2) **Data Collection - establishing ways the observation/evaluation will reflect on those teaching skills that are mutually understood and agreed upon, and those made known to the teacher at the pre-conference.** At the post-conference the observer/evaluator describes what occurred during the lesson in terms of these skills and shares the written evaluation, the Propel Teacher Performance Review, and the evaluation form provided by PDE.

Teachers are observed formally two times per year. Administrators are in each classroom daily taking multiple snapshots of teaching and learning and providing regular feedback to teachers. Feedback is often given before the day is over by placing password protected information on the shared drive so that administrators and teachers can communicate electronically. All administrators and academic coaches teach lessons throughout the year, modeling strategies and creating reference points for supervision and evaluation. Learning walks followed by feedback occur throughout the year.

The PDE Form 426 is the official form used for teacher evaluation two times during the school year.

The administrators are responsible for teacher, coach, and staff (instructional aides and AmeriCorps Members) evaluations. The Literacy Coach is responsible for supervision and evaluation of the Literacy Program. The Math Coach is responsible for supervision and evaluation of the Math Program. The principal and Instructional Coach at the high school are responsible for evaluation of all academic programs. The individuals who evaluate teachers and staff are: Dr. Carol Wooten, (PA certified superintendent); and Robert Bischoff - Principal (PA Certified, and Ariane Watson -Principal (PA Certified). At the grades 9 - 12 level Angela Allie - Principal (PA Certified) evaluates teachers.

Propel Homestead and Propel Andrew Street and all Propel Schools have an expansive Professional Development Program. Teachers receive far more professional development than in traditional public schools. They work 220 days a year, and have 10 days of PD at the start of the school year, 10 days of In-Service during the school year, 5 days of PD at the end of the school year, and are responsible for 5 individual days of PD during the time between school years. Teachers are provided in-house training by the highly skilled literacy and math coaches, administrators, and the Coordinator of Pupil Services. Teachers, coaches, and administrators attend conferences and workshops at local colleges and universities, PATTAN, the AIU, PDE, and at state and national conferences such as the NCTM conferences. Many teachers are enrolled in graduate level courses, and all teachers are trained in the ASSET Science model.

The Superintendent has received five years of training from the University of Pittsburgh's Learning Research and Development Center. The instructional techniques that are embedded in the mission of propel come from LRDC's Institute for Learning's "Principles of Learning." She is also in the Forum for Western PA Superintendents, where she receives ongoing professional development. Principals participate in the Principals Academy and Advanced Leadership Academy through the University of Pittsburgh. PrincipalsThe AIU, PATTAN, and the Annual School Law Symposium at the University of Pittsburgh provide training and workshops in the area of Special Education. This is in addition to local experts who present seminars on differentiated instruction and full inclusion. The Assistant Superintendent is enrolled in a doctoral program in Administrative and Policies Studies. The Coordinator of Pupil Services is currently enrolled in a doctoral program in special education at the University of Pittsburgh and holds a master's degree in special education from Duquesne University.

A description of the teacher evaluation plan is attached.

## **Teacher Evaluation - Attachments**

- Teacher Evaluation
- Teacher Performance Review 2009

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

The Board of Trustees was reduced to 9 members for the 2011-2012 school year. Pat Kenny remained as President, and Michael Anselmo became Vice President of the board in June 2012.

In September of 2011 Superintendent Dr. Carol Wooten replaced Jeremy Resnick as the Chief Executive Officer for Propel Charter Schools.

Bob Bischoff served as the K-8 Principal and Angela Allie served as the high school principal.

## Board of Trustees

Name of Trustee	Office (if any)
William Axtman	Vice-President
Thomas Canfield	Treasurer
Bernard Carter	N/A
Tom Joseph	N/A
Sean Moran	N/A
Ronald Porter	N/A
Mark DeSantis	N/A
Kristin Hughes	N/A
Wendy Smith	Secretary
Stewart Barmen	N/A
Donald Elliott	N/A
Patrick Kenny	President
Suzannah Maduro	N/A
Kiron Skinner	N/A
Michael Anselmo	N/A
Gretchen Generett	N/A

## Professional Development (Governance)

The trustees have many years of experience serving on governing boards of non-profits. The board has retained the firm of Strassburger, McKenna, Gutnick and Gefsky as legal counsel. Counsel has advised the Board of what it means to serve as a public official—including the requirements of the Sunshine Law. Counsel is present at each voting meeting.

## Coordination of the Governance and Management of the School

The Board of Trustees exercises its governance responsibilities and empowers the school administration to manage the school. The board meets periodically where it reviews the school's current financial position, student results as they become available, and future plans for the school; the board also approves hires and departures and contracts and leases as necessary. The board is involved in developing an annual budget, evaluating the executive director, creating a long range plan for the school, and supporting fundraising efforts. The Board has a finance committee, a nominating committee, an advancement committee, an executive committee, and various ad hoc committees from time to time. Directors serve four year terms, and officers (President, Vice President, Secretary and Treasurer) are elected in June.

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

- Propel Schools Board Meetings 2011-2012

# **Community and Parent Engagement**

## **Community and Parent Engagement**

The Board of Trustees is very supportive of all events and activities that occur at Propel Homestead and Propel Andrew Street (one charter.) Propel Schools has instituted a parent tracker to document the attendance of parents throughout the school year. This becomes part of the student's profile on the student management system. The Board of Trustees has supported community and parent engagement in school activities by providing adequate funding in the budget and often by their own attendance at school events and performances. Propel Homestead has offered Literacy and Math Nights for parents of children at all grade levels K — 8 several times throughout the school year. Propel Andrew Street has offered Celebrations of Learning to include presentation of projects and PLP's. Community members are always welcome. These nights include refreshments and training on how to assist children and young people in academic achievement activities. They receive materials to take home to use in working with their children and young people.

Propel Homestead and Propel Andrew Street have an orientation meeting for all parents at the beginning of the school year and two Open House/Conference meetings during the year. Propel Homestead is unique in its cultural arts program that is strongly supported by the Board of Trustees. This program provides Artists in Residence all day every day for six weeks at a time (this is in addition to the school's music and art teachers.) At the end of each six week artist module there is a Celebration of Learning which includes a student performance and exhibitions of academic content work and music and art work from that six week period. Artist groups include Civic Light Opera, Hip Hop On Lock, Stage Right, Dance Alloy Theater, Staycee Pearl Dance project and local artisans in the areas of jewelry making, photography, band, physical education, sewing, and Show Choir.

Community members and parents also participate in a School Council that meets every six weeks to discuss school activities. There is always a discussion of ways to expand opportunities for their engagement. This could involve volunteering for book fairs, literacy and math tutoring and programs, facilitating extra curricular activities, or speaking in the classroom, etc.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

The school did not undertake major fundraising during the previous year. It does not expect to undertake major fundraising in the next fiscal year.

### **Fiscal Solvency Policies**

The school incorporates a comprehensive budget process that encourages the participation of all levels of management. The involvement of all management in the budget process helps to identify any possible shortfalls and allows for corrections during the process. The school also strives to start the school year with an available fund balance. When cash flow becomes tight due to delays in receiving tuition payments from school districts, the school has available a line of credit with Propel Foundation.

The school also has a monthly and quarterly financial reporting process that provides senior management with the current financial information.

### **Accounting System**

The school uses the CSIU Technology group accounting system for all budgeting, accounting and reporting. The accounting system is fully integrated with the Pennsylvania State Chart of Accounts and Generally Accepted Accounting Principles.

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

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

- Preliminary Statement of Revenue Expenditures & Fund Balance June 2012

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

The school's audit firm is Hosack, Specht, Muetzel & Wood LLP. The last audit was June 30, 2011 and a clean opinion was issued by the auditor. The 2011-2012 school year audit is scheduled to be completed during September 2012.

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

- Auditor's Annual Report June 2011

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

The school did not receive a state audit during the current year. A state audit was completed last year and the final report has not been received.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

The K-8 school continued to operate in leased space at 129 E. 10<sup>th</sup> Ave. The facility includes 43,000 sq. ft. which includes a cafeteria and gym. The high school occupied leased space at 605 E 10th Avenue in Munhall. The school replaces furnishing and equipment as necessary.

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

Both facilities are suitable long term homes for the schools. At this point, future capital needs involve ongoing repair and replacement of building systems.

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

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

### **Compliance with Health and Safety Requirements and Maintenance of Health and Immunization Records for Students**

Propel Charter School Homestead/Propel Charter School Andrew Street (1 charter) has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills, and bus evacuation drills), and provides appropriate evidence of maintaining health and immunizations records for students. The Request for Reimbursement and Report of School Health. Services has been submitted to PDE. An emergency plan is developed and revised annually.

Occupancy of both buildings has been approved by appropriate officials. Firefighters visited with children to discuss fire prevention, and fire drills were held through the year. Escape routes are posted in each classroom and reviewed with children. Each school has a certified school nurse to ensure that all required health and immunization records are up to date and stored in a locked and fireproof cabinet. Reports were filed with the Allegheny County Health Department and with the PA Department of Health.

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

- Student Wellness Policy
- Homestead Health Report 2011-2012

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

School Insurance Coverage:

Philadelphia Insurance Company  
Property, Crime, Inland Marine, General Liability,  
Educators Professional Liability, Employee Benefits liability  
Philadelphia Insurance Company  
Directors & Officers Liability  
Eastern Alliance Insurance Group  
Workers Compensation Insurance  
Highmark-Blue Shield  
Group Medical  
Concordia  
Group DentaL

Unum Group Life and Group ST/LT disability  
Highmark Fashion Advantage  
Group Vision

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

- Current Liability and Health Coverage June 2012

### **SECTION IX. ADMINISTRATIVE NEEDS**

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

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

##### **Propel Homestead**

##### **K - 8**

**Both principals are PA certified.**

Beginning of the 2011-2012 School Year -Propel Homestead K - 8

18 Regular Education Teachers, 5 Resource Teachers, 2.5 Art/Music Teachers, 1 Behavior Coaches, 2 Guidance Counselors (1= intern), 2 Instructional Coaches, and .3 Gifted Teacher

7 Para Professionals, 1.5 Title I Instructional Aide, and 1 Primary Reading Specialist

New Hires During the 2011 - 2012 School Year

1 Music teacher hired

1 middle school language arts teacher hired

1 literacy coached moved to another Propel school and replacement hired

1 Resource Teacher moved to a different position and replacement hired

Sixth Grade LA teacher not a fit - Replaced by a certified teacher

##### **Grades 9 - 12**

**The principal is PA certified.**

10 Regular Education Teachers

2 Resource Teachers

3 Project Managers

1 Title I Support

1 Instructional Coach left mid-year

## **New Hires for the 2011 - 2012 School Year**

1 Math Teacher hired

2 Science Teachers hired at the beginning of the school year

1 Project Manager hired at the beginning of the school year as a replacement

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

- Propel Homestead HQT ACS 2011-2012
- Propel Homestead Staff ACS 2011-2012

## **Student Enrollment**

Families choose to enroll their children because they believe our school is right for their child, and children are welcomed regardless of ability or disability, race, religion or national origin. A simple process, described below, ensures that all applicants are treated fairly. Children residing in the school district and children with a sibling already enrolled receive preference provided their applications are completed in a timely manner.

A lottery is held in January for spaces that may be open in the following year. At the lottery, an ordered list is created. Applications received after the lottery deadline are placed at the end of the list in the order received.

When space becomes available, an offer of admission will be made. In order to accept the offer, families must: 1) visit the school and talk with school staff so that the family can make an informed decision that this is the right place for the child; 2) complete an enrollment form; 3) provide a transcript of grades showing that the child has completed the previous grade or, in the case of Kindergarten, provide a birth certificate showing the child is old enough to enter school; 4) provide evidence of required immunizations; 5) complete a record release form (except for Kindergarten); and 6) provide proof of age (for Kindergarten).

Procedures:

1. We encourage families to visit the school and talk with designated staff to make sure the school is right for their child.
2. Complete a one page application form. A separate application must be completed for each child who is applying for admission.

3. Deliver the completed application. Applications will be accepted beginning October 1 for the following school year.

4. In order to receive sibling preference and in order to be eligible for the lottery, applications must be received by November 30. You will receive a receipt with a number for the lottery. Each family will receive only one number so that sibling applicants are drawn together.

5. Only applications submitted by the November 30th deadline will be eligible for the January 15th lottery.

6. At the lottery, siblings of current students will be drawn first. Then applications from families residing in the chartering school district(s) will be drawn. Finally, other eligible applications will then be drawn. An ordered list will be created at each grade level.

7. When we are sure that a space will be available in a particular grade, offers of admission will be made from the ordered list. Parents will have two weeks from the offer of admission to complete the enrollment process or forfeit their space.

8. Applications received after the lottery deadline are placed on the appropriate grade's list in the order received.

The school offers a full day Kindergarten program. Children must be five years old on September 1 to enter Kindergarten. Children must have completed Kindergarten or be six years old on September 1 to enter First grade.

Enrollment during the school year increased. The following table summarizes enrollment during the year:

Grade	Enrollment 8/22/2011	Withdrew	Enrolled	Enrollment 6/14/2012
K	39	1	2	40
1				

	40	3	3	40
2				
	40	4	4	40
3				
	41	3	2	40
4				
	42	3	5	44
5				
	48	1	2	49
6				
	46	7	5	44
7	42	4	9	47
8	42	0	1	43
9	54	3	3	54
10	51	6	7	52
11	32	2	3	33
12	43	4	0	39
<b>Total</b>				<b>565</b>
	560	41	46	

Of those 41 students who withdrew, 13 moved outside of the schools area. 2 exceeded 10 consecutive absent days. 2 did not like Propel Schools. 1 wanted greater cultural diversity. 2 had behavioral concerns. 2 left due to an older sibling changing schools. 2 had problems with bullies. 1 had attendance issues. 1 had parents who were concerned about communication. 1 moved to a new school district that did not provide transportation. 3 had problems with teachers. 2 had parents who were dissatisfied. 1 was not ready for school. 1 student was accepted to a private school. 2 parents wanted their children at the home district. 1 felt that online learning would better meet the needs of the child. 1 is in a private placement. 1 student felt the school was going backwards. 2 students left for unknown reasons.

There are currently no supporting documents selected for this section.

## Transportation

### Transportation

Propel Charter School Homestead does not arrange transportation to and from school with the exception of transportation for five special needs students. This is through a private company and paid for by Propel Schools. School districts have been cooperative in arranging transportation where it is required, including to the school's ESY Program.

## Food Service Program

The school does participate in the National School Breakfast and Lunch Program. 91% of children qualify for free or reduced priced meals. The school contracts with the Pittsburgh Public Schools to provide meals.

## **Student Conduct**

Discipline is an integral part of teaching and learning. Children must develop good work habits and attitudes if they are to be successful students and become successful members of the larger community.

A complete Student Handbook, including a Code of Student Conduct is attached. A positive school-wide behavior support plan is used so that expectations are clear and so that minor issues are handled consistently and fairly. Because one of the goals of the school is to promote constructive and respectful behavior, the procedures and consequences described in this Code of Conduct are designed to modify unacceptable behavior, not to punish.

The principal of the school has the responsibility for investigating serious or repetitive behavior incidents. Following the investigation, the principal has the authority to assign a variety of consequences including both in-school and out of school suspensions. Before assigning an out-of-school suspension longer than three days, the principal will conduct an informal hearing to which the parent and student will be invited. After such an informal hearing, a student may be suspended from school for up to ten days.

If the principal believes an exclusion from school of greater than ten days is warranted, the matter will be referred to the board of Trustees. Following a formal hearing in front of a committee of the Board or a Hearing Officer, the Trustees will make a final adjudication.

Incidents involving students with disabilities will be handled in accordance with Federal law and regulations. According to the Individuals with Disabilities Act (IDEA 2005), exclusions of more than 10 consecutive school days or of more than 15 days in a school year when they constitute a "pattern" are changes of placement and require an IEP team meeting before the exclusion can occur. Any exclusion of a child with mental retardation is considered a change in placement. Where behavior triggers a change in placement, a "manifestation determination" will be conducted to determine if the child's behavior is caused by a disability. Children with disabilities will not be disciplined for behaviors that are manifestations of their disabilities. All policies conform to Chapter 12 regulations.

There were 187 out of school suspensions during the 2011-2012 school year.

## **Student Conduct - Attachment**

- Propel Schools Code of Conduct 2011-2012

## **Signature Page**

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

School Year: 2012

The Propel CS-Homestead within Allegheny IU 3 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 Propel CS-Homestead 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:** Dr. Carol Wooten **Title:** Executive Director

**Phone:** 412-325-7305 **Fax:** 412-325-7309

**E-mail:** jresnick@propelschools.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Pat Kenny **Title:** President

**Phone:** 412-325-7305 **Fax:** 412-325-7309

**E-mail:** pjkenney@ppg.com

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

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

**Name:** Mandi Davis Skerbetz **Title:** Pupil Services Coordinator

**Phone:** 412-325-7305 **Fax:** 412-325-7309

**E-mail:** mdavis@propelschools.org

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*Signature of the Special Education Contact Person and Date*

## Signature Page - Attachment

- Propel Homestead Signature 2012