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# Pennsylvania Department of Education

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

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

**Entity:** Propel CS-Northside  
**Address:** 1805 Buena Vista Street  
Pittsburgh, PA 15212

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

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

**Date of Local Chartering School Board/PDE Approval:** July 1, 2011

**Length of Charter:** 5 Years    **Opening Date:** 08/22/2011

**Grade Level:** K-4 (K-8 charter adding one grade level a year)    **Hours of Operation:** 8:30AM - 3:30 PM

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 10

**Student/Teacher Ratio:** 18:1    **Student Waiting List:** 344 (as of July 1, 2012)

**Attendance Rate/Percentage:** 94%

## Summary Data Part II

Enrollment: 182 Per Pupil Subsidy: 13850

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	2
Black (Non-Hispanic):	117
Hispanic:	2
White (Non-Hispanic):	36
Multicultural:	25

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
78%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 13

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	NA	NA	189	189	NA	NA	189
Instructional Hours	NA	NA	1134	1134	NA	NA	1134

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Propel Charter School — Northside has completed its first year. Propel-Northside served 182 children from 5 different 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 12% of the children at the school had an IEP. The student body was 64% African American, 20% white, 14% multi-racial and 2% other. The poverty level was 78%

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, social studies

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. A set of belief statements drawn from the charter serves as touchstones for decision-making at the school.

Propel Charter School — Northside 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 literacy/humanities block; 4) a comprehensive Science Program; 5) a unique CreativeArts program; and 6) a powerful professional development program.

Implementing this program requires a very strong staff, and the school has that kind of staff. Ariane Watson served as the school's principal, and Dr. Carol Wooten, Superintendent, actively supported her and the remainder of the school staff. This highly talented leadership team led a 100% certified staff of 12 teachers. They were assisted by 3 full 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 continued to use a strong on-going assessment plan for monitoring progress at the school. The plan includes a set of targets based on multiple measures. Students showed growth on math and reading assessments (measured by the 4 Sight, DIBELS, DRA, Corrective Reading and MAPs). Parents were very satisfied with the school, and student attendance was very 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**

### **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**. 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 Northside's K-8 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 — section 412 of 22Pa code)**

### **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**

### **2012-2013 Instructional Priorities:**

#### **Planning and Implementation**

**(Includes both Strengths and Challenges)**

#### **Three Guiding Questions**

**1. What are the top 3 instructional priorities you want to accomplish for the 2012-2013 school year?**

1. Build and maintain a culture of dignity in which teachers, students and the school community can thrive.

2. Ensure that all members of the Propel Northside community (teachers, faculty and students alike) are making sense of their work and collaboratively persevering to find a solution.

3. To create thematic Humanities units, that expose students to a variety of text and authentic learning experiences, that will create and/or build upon background knowledge in order to make meaningful connections.

4. Continuously analyze how we assess student knowledge, the information it provides us, and how we will use this information to guide instruction.

**2. How will you use your time efficiently to be an instructional leader through, walkthroughs, feedback, conversations with the leadership team and actionable steps?** A year long embedded support schedule will be created that would involve the principals and coaches actively engaging with teachers and students on a daily basis. This schedule will also identify a year long plan for all in-service days as well as monthly staff meetings by topic. The teachers will be provided the scope and sequence of the supervision and evaluation process in August and review the walkthrough tools so that they are aware of how feedback will be given. Feedback will be ongoing between the staff and leadership team. The leadership team will meet weekly with an agenda created by the principal/assistant principal that would serve as a weekly communication checklist to monitor progress on instructional priorities and goals.

**3. How will your instructional team balance roles, responsibilities and Embedded Support effectively?**

First and foremost the team has to have an understanding of the roles and responsibilities of each other and once this is established it is clearly communicated to the staff. Also to have respect for one another's strengths and weaknesses. To continue to build trust and to have a genuine care for each other's well being.

Instructional Priorities	Actionables	Roles and Responsibilities
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<p>1. Build and maintain a culture of dignity.</p>	<p>-Analyze exemplary organizational culture outside of education in order to define what a true culture of dignity is and how it relates to the current culture of Propel Northside. Once culture of dignity has been ‘unpacked’ by the teachers, they can take this knowledge into their classrooms to examine their own classroom culture of dignity. We would like the students to use ‘culture of dignity’ as common language, and therefore expect teachers to educate students about what it means.</p>	<p><b><u>Leadership:</u></b></p> <ul style="list-style-type: none"> <li>- provide teachers with a deeper understanding of what is a culture of dignity</li> <li>- engage teachers in self reflection in order to assess their own current level of dignity (self to school, self to peers, self to families, and self to students)</li> <li>- use of Tanner Wallace tool to assess the school culture via walkthroughs</li> </ul> <p><b><u>Teacher:</u></b></p> <ul style="list-style-type: none"> <li>- lead by example by modeling a culture of dignity in all areas of school</li> <li>- Self reflect and adjust based on feedback</li> <li>- work with the leadership team to continue to develop themselves</li> <li>-identify students that can mentor other students who are not demonstrating appropriate school behaviors.</li> </ul> <p><b><u>Student:</u></b></p> <ul style="list-style-type: none"> <li>-lead by example by also modeling a culture of dignity</li> <li>-Engage in reflective assignments when they are</li> </ul>
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		not demonstrating safe and responsible behaviors
<p>2. Ensure that all members of the Propel Northside community (teachers, faculty and students alike) are making sense of their work and collaboratively persevering to find a solution.</p>	<p>-Assist teachers in establishing norms for effective meetings</p> <p>-Familiarize teachers with UIC's (Universal Instructional Components) and how they enable them to effectively teach</p>	<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>- Lead by example by modeling collaborative work amongst the Leadership team</li> <li>-Design a year long embedded support plan that keeps a focus on teacher understanding of the UIC's</li> <li>-Provide immediate feedback and support in relation to implementation of the UIC's</li> <li>-Provide time for focused collaborative work</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>-hold self and others accountable for the set norms</li> <li>-Teach strategies to students that will empower them to think through challenging work on their own</li> <li>-To understand the UIC's and to seek help when they are unclear of the expectations for them</li> <li>-Use the UIC's to plan their lessons and to select meaningful resources to</li> </ul>

		<p>put their plans into action</p> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>-When presented with challenging work the student will effectively assess the situation and have an understanding of next steps in order to engage in the task without getting the teachers input first</li> </ul>
<p>3. To create thematic Humanities units, that expose students to a variety of text and authentic learning experiences, that will create and/or build upon background knowledge in order to make meaningful connections.</p>	<ul style="list-style-type: none"> <li>-Provide time for staff and leadership to collaborate and plan well in advance for the thematic units so that quality resources are selected for each unit as well as the learning opportunities for the students to have depth and involve experiences that will enhance background knowledge and create a schema.</li> <li>- Authentic themed experiences will be designed around varying genres of literature, interaction with text and varying types of writing.</li> <li>-Support the teaching and learning that will occur throughout each unit via walk through and embedded support.</li> </ul>	<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>-Create a template for unit planning that would provide the staff a framework to plan effectively</li> <li>-Provide an embedded support calendar that builds in opportunities for the staff to work together creating the thematic units of study</li> <li>-Provide feedback and coaching to all staff with a focus on the UIC's</li> <li>-Order resources</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>-hold self and others accountable for the set</li> </ul>

		<p>norms in planning sessions</p> <ul style="list-style-type: none"> <li>-Use time wisely and effectively work together to pull quality resources when planning and to also seek assistance when unclear with planning and implementing the units of study</li> <li>-self-assess and gauge where their understanding lies in relation to the UIC's to improve their own effectiveness as a teacher</li> <li>-Open to all feedback and suggestions</li> </ul> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>-Be exposed to a variety of texts/passages (non-fiction/fiction) that are on grade level and beyond to think critically and to make connections across the literature so that a deeper level of understanding occurs</li> <li>-To demonstrate the use of skill and strategy when presented with a piece of text that is on grade level without needing the immediate support of a teacher or support staff.</li> </ul>
<p>4. Continuously analyze how we assess student knowledge, the information it provides</p>	<p>-As a leadership team have a common understanding of what is means to “assess” students in</p>	<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>-Identify all data points we want to utilize to inform</li> </ul>

<p>us, and how we use this information to guide instruction</p>	<p>the most productive manner</p> <ul style="list-style-type: none"> <li>-Research articles to then engage the staff in relation to assessment and then how to most effectively use the information on a daily basis to make instructional decisions</li> <li>-Decide upon a common database that all staff will have the skill set to utilize to pull valuable and timely information from and adjust unit/lesson plans</li> <li>-Revisit the RTII model and how this relates to student progress and interventions</li> </ul>	<p>instructional decision making and make sure that our success targets align to those data points</p> <ul style="list-style-type: none"> <li>-Identify a database that all staff will be trained in using to pull timely data for planning purposes (OnHand)</li> <li>-Identify a collection of articles on the topic of assessment/data to use as a springboard for discussion to drive staff meetings, in-service etc...</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>-To learn the OnHand system and to independently pull data to use for planning purposes</li> <li>-To effectively participate in data discussions and have a role in problem solving areas of need and asking the right questions to improve identified areas of growth</li> <li>-Effectively enact the plan by implementing the UIC's to drive what is occurring on the universal level of instruction</li> <li>-To review and engage in professional dialogue centered on relevant articles/research presented on the topic of assessment</li> </ul>
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		<p>and data</p> <p>-To inform students more frequently of their progress and give an opportunity for them to self-correct and reflect</p> <p><b>Student:</b></p> <p>-To be aware and able to speak to their academic progress beyond 4Sight</p> <p>-To be prepared to take any “assessment” and use appropriate strategies to successfully complete the task</p>

## 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:

1. Student performance;
2. Stakeholder satisfaction;
3. School Culture; and
4. Cultural Experiences

The Propel Schools’ trustees reviewed and approved the 2011-2012 indicators. The indicators are used to report the school’s performance and track longitudinal data.

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

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</b>	<b>Membership Category</b>	<b>Appointed By</b>
Chekan, Tina	Propel Schools	Administrator	Dr. Carol Wooten
Davis, Mandi	Propel Charter Schools	Administrator	Dr. Carol Wooten
Robinson, Darryl	Propel Charter Schools	Other	Dr. Carol Wooten
Watson, Ariane	Propel CS-Northside	Administrator	Dr. Carol Wooten
Wooten, Dr. Carol	Propel Charter Schools	Administrator	Board of Trustees

## **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)

#### **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**

**Description:** Measures of student attendance, parent involvement, school safety, academic rigor, caring environment and student behavior

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/22/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Strategy:* Improve student academic performance**

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

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

**Description:** Measures of student academic proficiency and growth

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/22/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Strategy:* Provide cultural experiences for students**

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

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

**Description:** Measures of external partner engagement and number of hours per student provided in arts related activities.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/22/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Strategy:* Provide stakeholder satisfaction**

**Description:** Ensure a positive affect among all stakeholders.

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

**Description:** Measures of family and faculty satisfaction, re-enrollment and waiting lists.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/22/2011	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

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

There are currently no supporting documents selected for this section.

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

### **Rigorous Instructional Program**

#### **Rigorous Instructional Program**

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

#### *Structure*

The school is small (182 students in grades K — 4). Class sizes are small. There is more time for instruction because the school day is longer (6 hours of instruction daily) and the school year is longer (190 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 - 4; MAP (NWEA)\_ Assessment at all grades, and an ongoing reading leveling based on the 100 Book Challenge program. Most importantly, we make decisions throughout the school year based on this assessment data. For example, during this past year, we moved children up a grade level and had children in multi-grade experiences. 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.

### *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 along with genre studies, and reading-based projects which are compatible with our Balanced Literacy Program. Students in grades K-4 have two to two and a half hours of literacy each day. Reading time is comprised of Phonics and Word Studies and immersion into authentic literature. We use a phoneme sequencing program for reading, spelling and speech, the Lindamood LIPS program. We use the 100 Book Challenge program 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 Literacy time is broken into: Read Alouds, Shared Reading, Guided Reading, Independent Reading, Literature Circles, Genre Studies, Contemporary Literature, and the Propel-Wide Writing Program.

### *Strong Math Program*

Propel uses a Envisions a research based 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. They are very compatible with the other in-depth, inquiry-based programs used in Literacy, Science and Social Studies.

### *Core Studies for In Depth Learning*

Propel students engage in a series of core studies of six weeks in duration. These are intensive, in-depth investigations drawn from the disciplines of social studies and science. Each core study also includes field trips, trade books, investigation, and research. Social Studies Alive is the social

studies program for students in grades K — 4. The school held World Cultures Fair which is open to family, friends, and the community.

The science component of these studies 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 and the third and fourth grade study of Rocks and Minerals. Students complete experiments, study concepts, and read literature relevant to each topic.

The Core Studies have 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 social studies and science at a well-attended parent/community event.

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

Six times a year, a Celebration of Learning showcases student work and accomplishment in both the Creative Arts module and the science or social studies unit just completed. The Creative 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 Enrichment coordinator. This year, we have completed modules with local artisans - Shotokan Karate, Pittsburgh Musical Theater and Stacey Pearl Dance Company. A module is a six week, every day, hour long study under the instruction and guidance of the Visiting Artists.

### *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 both administrators and supported 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 a 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. She works closely with the Director of Curriculum, Instruction, and Assessment. The Assistant Superintendent was a K-8 principal and is currently enrolled in a doctoral program.

### *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 such as digitizers, hand held devices, and Ipods as tools for enhancing classroom instruction and student learning. Parents have secure web access to their children's grades and attendance. We currently have laptops in each classroom. Smart Boards are in every classroom and the Director of Technology is a

Keystone Integrator. He is in the classrooms and presents at local and state technology conferences.

### *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 and the Curriculum Framework) and the Literacy Program is also aligned with the New PA Common Core Standards. We are research-based. 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 pay close attention to the research on how children learn and the key elements of highly successful schools. Our Executive Director/Superintendent has visited outstanding public schools locally, regionally, nationally, and internationally.

## **Rigorous Instructional Program - Attachments**

- Act 48 and Induction
- Propel Schools Mentoring Program 2011-2012

## **English Language Learners**

Propel Northside had one student enroll as an English Language Learner. Propel Northside contracted with the AIU 3 to conduct both evaluations, as well as provide direct ESL instruction.

A copy of Propel Northside's ESL plan and procedures is attached, as well as a copy of the report cover page from the LEP System submissions of ELL data to PDE Bureau of Teaching and Learning Support.

## **English Language Learners - Attachments**

- ESL Plan and Procedures
- ELL State Report - Northside

## **Graduation Requirements**

Propel CS-Northside is a K-8 charter so graduation requirements are not necessary.

## **Special Education**

All special education policies and procedures for Propel Charter School Northside 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 Child Find

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher A	1	Learning Support	Propel - Northside	2	K12
Teacher B	.9	Learning Support	Propel - Northside	4	34
Teacher B	.10	Emotional Support	Propel - Northside	1	34

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Crossroads Speech and Hearing, Inc.	.50	Speech and Language Support	Propel - Northside	7	K-4
Holy Family Institute	1	Emotional Support	Chatham Day School	1	N/A

## Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional A	Propel - Northside	1
Paraprofessional B	Propel - Northside	1
Paraprofessional C	Propel - Northside	1

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Crossroads Speech & Hearing, INC.	Speech and Language Pathologist	.5
Crossroads Speech & Hearing, INC.	Occupational Therapy	.10
Propel CS - Homestead	School Psychologist	.125
Propel CS - Homestead	Psychological Counseling	.05
Propel CS - Homestead	Special Education Director	.125
Propel CS - Homestead	Special Education Coach	.10
Propel CS - Homestead	SWPBS Coordinator	.20

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Dibels	Yes	Yes	Yes	No	No	No
Fountas and Pinnell Benchmark Assessment System	No	No	No	Yes	Yes	No

4Sight	No	No	No	Yes	Yes	No
PSSA	No	No	No	Yes	Yes	No
PASA	No	No	No	Yes	Yes	No
NWEA MAPS	Yes	Yes	Yes	Yes	Yes	No

## Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Dibels	No						
Fountas and Pinnell Benchmark Assessment System	No						
4sight	No						
PSSA	No						
PASA	No						

## Student Assessment

Data are 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 Fountas and Pinnell Benchmark Assessment System (given multiple times), the NWEA Measures of Academic Progress (an adaptive normed assessment in reading and mathematics) and the Corrective Reading Program (for intermediate students far behind). 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 first time during 2011-2012 to benchmark students progress in meeting state math and reading standards.

The MAPs data showed a continuation of strong achievement in both math and reading. The Balanced Literacy Program also provides ongoing assessments of student work in language arts, including the Propel Schools Writing Program. The EnVision Math Program 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 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-4. 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. Propel Northside has a robust system in place to support students. Students not succeeding are provided with a multi-tiered system of interventions and in-school instruction support. In addition after-school tutoring in reading and math is provided and there is an after-school homework club. 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.

## **Student Assessment - Attachment**

- Propel CS-Northside Annual Measurable Goals 2011-2012

## **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, checklist scored by a rubric, the Teacher Performance Evaluation Form 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. All administrators teach lessons throughout the year, modeling strategies and creating reference points for supervision and evaluation.

The PDE Form 426 is also 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 individuals who evaluate teachers and staff are: Dr. Carol Wooten, superintendent (PA certified superintendent); Tina Chekan, Assistant Superintendent (PA certified superintendent) ; and Ariane Watson, Principal (PA certified).

Propel Northside and all Propel Schools have an expansive Professional Development Program. 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 Landmark Association is a partner in writing and literacy instruction.

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 the Advanced Leadership Academy through the University of Pittsburgh. The 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 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.

The approval letter from PDE for the Induction Plan and Professional Education Plan (October 10, 2006) is attached.

## **Teacher Evaluation - Attachments**

- Evaluation Plan
- Teacher Performance Review

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

The Board of Trustees was reduced to 9 members in June 2012. 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.

Ariane Watson is the school's principal.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Patrick Kenny	President
William Axtman	Vice-President
Thomas Canfield	Treasurer
Wendy Etheridge Smith	Secretary
Michael Anselmo	
Stewart Barman	
Bernard Carter	
Mark DeSantis	
Donald Elliott	
Gretchen Generett	
Kristin Hughes	
Tom Joseph	

Suzannah Maduro

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Sean Moran

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Ronald Porter

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Kiron Skinner

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## **Professional Development (Governance)**

The trustees have many years of experience serving on governing board 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 Board Meeting Schedule 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 Northside. 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 Northside has offered Literacy and Math Nights for parents of children at all grade levels K — 4 several times throughout the school year. Community members are also welcome. These nights include training on how to assist children in academic achievement activities. They receive materials to take home to use in working with their children.

Propel Northside has an orientation meeting for all parents at the beginning of the school year and two Open House/Conference meetings during the year. Propel Northside is unique in its cultural arts program that is strongly supported by the Board of Trustees. Their 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 Shotokan Karate, Pittsburgh Musical Theater and Stacey Pearl Dance Company. Parents, family and community members attend events every six weeks.

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 intend 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 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 school is completing its first year of operations and the 2011-2012 audit is scheduled to be completed during September 2012.

There are currently no supporting documents selected for this section.

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

No State audits have been completed during the current year.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Propel CS-Northside is currently leasing a facility from the Pittsburgh School District. Propel CS-Northside intends to remain for one more year at the current facility at 1805 Buena Vista St., Pittsburgh PA, 15214, while seeking a long term home.

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

Propel CS-Northside is currently leasing a facility from the Pittsburgh School District. Propel CS-Northside intends to remain for one more year at the current facility at 1805 Buena Vista St., Pittsburgh PA, 15214, while seeking a long term home. When a permanent facility is identified it will be leased for the long term home of the school.

## **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 Northside 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 has been developed and revised.

Occupancy of the building as a school was approved by 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. The 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 - Attachment**

- Student Wellness

### **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  
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 Insurance Coverage

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

The Principal is Pennsylvania certified

12 regular education teachers

One teacher left and was replaced

2 resource teachers (special education)

.3 gifted teacher

1 speech teacher

1 art teacher

.5 Spanish teacher

3 paraprofessionals

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

- Propel Northside HQT ACS 2011-2012
- Propel Northside 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. In mid-January, we will conduct a lottery. Only applications submitted by the November 30 deadline will be eligible for the January 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 was remarkably stable. The following table summarizes enrollment during the year:

Grade	Enrollment 08/22/2011	Withdrawals	Entries	Enrollment 06/14/2012
K	38	6	5	37

1	34	5	6	35
2	38	2	2	38
3	37	5	4	36
4	34	2	4	36
	181	20	21	182

Of those who did leave 4 left due to lack of/issues with transportation. 6 moved either out of state or to districts outside of the transportation range. 2 wanted to be in school with a neighbor or sister. 4 did not like the environment of the school. Parents withdrew 3 students following issues with behavior. 1 did not provide a reason.

There are currently no supporting documents selected for this section.

## Transportation

Propel Charter School Northside does not arrange transportation to and from school with the exception of transportation for 1 special needs student. 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. 78% 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 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 48 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-Northside 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-Northside 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:** cwooten@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:** Director of Pupil Services  
**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 Northside Signature 2012