Pennsylvania Department of Education

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

Charter Annual Report

Tuesday, September 06, 2011
(Last Accepted: Tuesday, September 06, 2011)

Entity: Richard Allen Preparatory CS
Address: 2601 S 58th St
Philadelphia, PA 19143

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2010 - 2011

Name of School: Richard Allen Preparatory CS

Date of Local Chartering School Board/PDE Approval: June 2010

Length of Charter: 5 Years **Opening Date:** September 2001

Grade Level: 5-8 **Hours of Operation:** 8:00 AM - 3:35 PM

Percentage of Certified Staff: 85 **Total Instructional Staff:** 26

Student/Teacher Ratio: 1:16 **Student Waiting List:** 385

Attendance Rate/Percentage: 93.34

Summary Data Part II

Enrollment: 425 **Per Pupil Subsidy:** 8608

Student Profile

American Indian/Alaskan Native:	N/A
Asian/Pacific Islander:	4
Black (Non-Hispanic):	412
Hispanic:	2
White (Non-Hispanic):	5
Multicultural:	2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 89.6%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 46

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	178	0	178
Instructional Hours	0	0	0	0	1076	0	1076

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Richard Allen Preparatory Charter School, Inc. is a comprehensive middle charter school located in Southwest Philadelphia. Our school served 180 students in year one, 340 students in year two, and currently serves approximately four hundred students in grades five through eight. Our students come to us from more than 35 feeder schools from various parts of the Philadelphia metropolitan area. 98.0% of our students are classified as African American, with .5% classified as Hispanic. Upwards of 85% of our students qualify for free or reduced school lunch. During the 2006-2007 academic year, our school moved into a 53,000 sq. ft. state of the art facility. This move has allowed the school to fully articulate its program and provide students with a safe, clean, and vibrant facility.

The school currently serves 420 students with the vast majority (98%) being classified as African/African American. Our school is slowly becoming more diverse, with increasing Latino, Asian, and White students attending. This is due in part to a concerted advertising effort, changes in the demographic of the community, but most importantly, the school is attracting a greater number of applicants each year and therefore the pool of students is larger and more diverse. Additionally, the school has a growing number of 2nd generation African students. In terms of other demographic indicators, 86.9% of our students qualify for free and/or reduced lunch. 62% of our students are from the surrounding zip codes, with students traveling from all corners of the City of Philadelphia.

Our community has limited resources and the school has secured partnerships with many community groups. Bartram's Garden (historic botanical garden), Southwest AID (community group), Work To Ride, Philadelphia Horticultural Society, Ving Tsun Martial Intelligence (kung fu), and the Arthur Ashe Youth Tennis Center are a few of the resources in our immediate and surrounding communities.

Our school has worked to provide resources to our community and community partners. Use of our building for community meetings, a new college access program, parenting programs, mentoring, and other programs have been made available to the community.

Currently, there are several industrial businesses and local neighborhood businesses in the community. In our opinion, the community is being revitalized, in part by the presence of our school. During our recent charter renewal, several community members, parents, leaders, and organizations signed petitions and wrote letters of support for our charter renewal and expansion. This shows the strong support and good name the school enjoys in the Southwest Philadelphia community.

Mission

The mission of the Richard Allen Preparatory Charter School is to create a safe and health learning environment for middle school you to develop into responsible participants in their education and our diverse society.

We will provide rigorous instruction to prepare children for higher learning, the workplace, and life.

RAPCS will engage our students to think globally and act locally.

Technology Mission Statement:

The Richard Allen Preparatory Charter School, Inc. will provide all of our students access to cutting edge technology so that they may acquire the tools, knowledge, and skills needed to interact effictively in the technologically advanced world in which they live. The school will also challenge parents, teachers, and administrators to model appropriate use of technology and continually upgrade the school's technology to assist in guiding students towards the aforementioned goal

Vision

Currently, the City of Philadelphia is faced with several daunting problems. The city has a large percentage of unemployed and underemployed young adults. This problem is exacerbated by an educational system that has had tremendous difficulty serving the student of Philadelphia. Through parental choice and sound educational services, the Richard Allen Preparatory believes the social problems of the community can be reduced. As a community based organization, the Richard Allen Preparatory Charter School believes it can positively impact the financial condition of our community through community redevelopment and revitalization. The acquisition and renovation of a building which sat vacant for several years and was not only an eyesore, but a source of many issues that would be negatively impact the neighborhood, has served to rejuvenate and entire section of Southwest Philadelphia.

Technology Vision:

The Richard Allen Preparatory Charter School hopes to provide create a technologically advanced learning environement where technology is used in all facets of student learning. The educational program will incorporate technology as a tool to be used in the pursuit of knowledge

and information. We endeavor to make each classroom a portal to the world of information and technology, with adequate computers, software, and communications equipment. Our parents, teachers, administrators, and community members will be given access and training to the same cutting edge technology. Our school community will be in constant communication throught technology.

Shared Values

The Richard Allen Preparatory Charter School, Inc. serves a community rich in diversity, history, and culture. At the same time, our community is faced with many of the challenges currently plaguing our nation's urban areas. Poverty, crime, and neighborhood blight are issues faced by our students, parents, and school. Therefore, our school community shares a commitment to providing all children with the education, critical thinking skills, and tools needed to not only survive, but thrive in the world in which we live. We also share the belief that the community and **all** members of the community are equally responsible for the education, training, and guidance of our children.

Our school is dedicated to providing each child with the following:

Ø The provision of comprehensive support for all students and their families through a process of personalized educational achievement/progress progress plans [PEAPP]

Ø The preparation of our students for the successful pursuit and acquisition of further educational opportunities after high school

Ø A focus on developing the whole person, academically, culturally, personally and as participating citizens.

Ø The development of cutting edge technology as a tool to be used in daily learning

Ø The establishment of a safe, comfortable and pleasant school environment that is conducive to the pursuit of academic excellence

Ø The guided development of strong, working partnerships between students, parents, the school and school staff, and community organizations/agencies

Ø The firm commitment to strengthening the community through education.

Academic Standards

The Richard Allen Preparatory Charter School has developed a curriculum and scope and sequence in Literacy, Mathematics, Social Studies, Science, and Health/Physical Education that is aligned and linked to Pennsylvania State Standards. The scope and sequence identifies specific skills (linked to standards) in six week blocks. This year, each six week block will be assessed via summative assessments and the Study Island Benchmarking system[jr1] . This program is also linked to Pennsylvania Standards. Additionally, the school will utilize the Study Island online test preparation. This program will be utilized by all students on a weekly basis.

Students receive instruction in four major content areas and a variety of expressive arts. Literacy, Mathematics, Social Studies, and Science are the major content areas. Spanish, Art, Wellness (Health and Physical Education), and Computer Science [jr2] are the expressive arts.

Literacy: Using the Reader's and Writer's Workshop methods combined with guided reading and Literature circles[jr3] , students develop reading skills and writing ability. Depending on grade level, students ultimately are working to be prepared for the reading comprehension and writing skills needed for high school and beyond. Appreciation for leisure reading and creative writing are also goals of this content area. Drop Everything And Read (DEAR) and creative writing assignments address these areas.

Mathematics: Students work through basic mathematics, geometry, pre-algebra, and algebra in their matriculation at the school. The coursework is also designed to have students utilize mathematics in every day life situations. Students are encouraged[jr4] to utilize problem solving strategies that support the development of critical thinking skills.[jr5]

Science: General Science, Earth Science, and Life Science are explored in the Science content area. Students learn the scientific method and process for developing a hypothesis and testing the hypothesis to establish valid resolutions to problems/scientific questions. This year (2011-2012) [jr6] an emphasis on hands on experiments will include increased projects and the use of science kits in all grades.

Social Studies: The Social Studies curriculum examines World Geography, western hemisphere, eastern hemisphere, United States History, and Civics. Guided by the themes of geography, map skills, study of cultures and citizenship, students learn to be active participants in their community. A focus on teaching structured critical thinking skills (compare and contrast, parts to whole relationship, classification, sequencing, and developing metaphors) are also studied. each critical thinking skill is taught using a map of thinking (detailed step by step process for each skill) and graphic organizers geared to each thinking skill. Projects, citizenship skills, and decision making/conflic resolution are also covered.

The primary academic standard is for each student to reach a level or proficiency for each grade level standard provided by the Pennsylvania Department of Education. Knowing that many of our students arrive at our school [jr7] below grade level, the school has a secondary goal of ensuring that each student makes a minimum of one year's academic growth in each content area. Utilizing differentiated instruction and targeted intervention instruction combined[jr8] with varied assessment, the school endeavors to reach each goal with each student.

Strengths and Challenges

Since our school's inception, we have been dedicated to providing a high quality education to our students while providing a safe learning environment through developing a superior, caring and talented workforcethat recognizes the importance of a strong partnership among parents and staff. The school is situated in an urban area that is home to several public middle schools which have been troubled for several years. Community blight, poverty, and violence have become unfortunate facts of life for many members of the community. We are extremely proud of our school's ability to provide a beacon of success in this educational environment.

There are various strengths relating to our school's program. Most notably has been our ability to continue to provide a sound academic program. With a restructuring of our block schedule we were able to provide all 5th and 6th grade students with a full comprehensive ninety minute Literacy block. Additionally we continue to offer Wilson reading instruction to assist students who may be lacking fundamental reading skills. Intervention instruction is also provided to students in small group to address remediation needs. This instruction occurs during the school day, after school and on Saturdays

Another strength that supports our instructional program is that we are able to maintain a fully operational student library which includes over 4,000 high interest books for student research and leisure reading. The library is also equipped with computer stations and several reading areas. Our library, which is open everyday until 5:00pm, has continued to promote independent reading among our students.

This year, our students have continued to participate in several extra-curricular activities. We believe in educating the 'whole child' and have seen the connection between extra-curricular activities and increased academic achievement. Students were involved in various activities which include Chess program, Elegant Ladies Club, Boys to Men, Kung Fu, Track and Field, baseball, softball, music program, tennis and both boys and girls basketball. Our track team competed in the Penn Relays and our boys' basketball team competed in the charter school championship for the third year in a row. Students also excelled in our Annual Richard Allen Oratorical contest, poetry contests, and Reading Olympics.

Our primary challenge continues to be increased student academic performance to meet the qualifications of advanced performance, specifically in the area of mathematics. While our scores show some improvement, the percentage gains have not met state targets[jr1] . With the addition of a Math Coordinator for the upcoming school year, we are planning to have all Math teachers coached on content specific instructional strategies as well as provide intensive small group remediation and intervention instruction. Our planning and pacing guide and bench mark data will be closely examined in order to ensure that students are proficient in all eligible content.

A secondary challenge has been increasing parental and community involvement. The addition of 16 home room parents will enable this staff member to solely focus on the single effort. With a continued partnership with Harcum College I-LEAD program we are hoping to serve as a community resource by hosting college courses and degree programs for the general public. A partnership with Bartram's Gardens will also foster a sense of community involvement.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Richard Allen Preparatory Charter School believes the true measure of a successful school is the ability to continually strive for academic improvement. Improvement planning is an integral part of the Richard Allen Preparatory Charter School, Inc. Our Board of Trustees, students, parents, administration, and staff provide input in all phases of school improvement. Initially, the CEO solicits information from all groups concerning needs, successes, and ideas for improvement. This is done in the following manner:

Ø **Parents:** During monthly meetings, parents are given the opportunity to voice any concerns and areas where improvement is needed. At the following meeting, concerns are listed and possible solutions expressed. The Richard Allen Parent Supporters (RAPS), our parent group, had monthly meetings to discuss fundraising, school climate, uniforms, and parent issues. Parents are also brought in to provide ideas and input for our Title I planning and budget. This planning opportunity also provides input for future school and strategic planning.

Ø **Staff:** During weekly staff meetings, team members are given the opportunity to express concerns. Beginning in early March, staff meetings are used to review data and begin the process of determining academic needs and goals for the upcoming year. For 2010-2011 academic year, the school created a compensation/budget committee. This group had imput on fiscal expenditures, employee compensation aspects and benefits. Moving forward, the committee will be more involved in overall programmatic planning

Ø **Students:** Students are provided with surveys to determine any areas of improvement. Students are encouraged to develop improvement plans, as well. This year, the Student Government Association also had input in planning for special projects and needed programs

Ø **Board of Trustees:** The Board of Trustees of the Richard Allen Preparatory Charter School, Inc. is continually informed of the development of the charter school. The board of trustees receives training in Sunshine Law, board policies, charter school law, and various topics concerning the legal and effective governance of a charter school. This year, the board will also take part in a planning retreat to review information retrieved from community and stakeholders for the purposes of strategic planning. This year, the Board of Trustees participated in a strategic planning/training retreat in Lancaster, PA. The retreat focused on possible expansion and growth

Presently, our goals are centered around the academic progress of our students. Each year, we anticipate making progress towards our overall goals and the realization of our school mission, however, every goal may not be fully actualized. In this event, members of the school community examine the accuracy of the goal, implementation methods and interventions, and the assessment tools used to determine how the goal may be better reached in the upcoming year. This involves the process of restating and retooling our school goals. By establishing the culture of a true learning community, our school consistently looks towards improvement. As a matter of fact, the last phase of any school wide improvement project is to plan for further improvement.

The school continues to the development of improvement goals based upon our evidence of our school's mission. This activity is conducted with staff members and board of trustees members. The initial step is to review the school's mission statement. Next, participants are asked to break the mission statement into specific goals/objectives. Each goal/objective is reviewed to determine what evidence exists to validate the goal is being obtained. If there is insufficient evidence of progress, participants are required to identify what type of evidence would be needed. From this process, additional goals can be obtained. This is a objective means of establishing progress plans for the school.

The school's charter renewal process included focus groups, various data acquisition and review, and strategic planning first steps. The school has developed initial plans to expand to high school to fully articulate our school's programs/mission and to continue the trend of improving student academic performance.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Derek Reed	Richard Allen Preparatory Charter School	Elementary School Teacher	CEO
Dexter Gibbs	Richard Allen Preparatory Charter School, Inc.	Middle School Teacher	CEO
DiFrancesco, Andy	Technology Consultant	Ed Specialist - Instructional Technology	CEO
Dr. Phillip Ragland	Community	Parent	Board/CEO
E-Rate Consultant	Professional Consulting Firm	Other	Lawrence Jones, CEO
Electra Smallwood-Jones	Community	Community Representative	Board
Grade Level Teachers	RAPCS	Middle School Teacher	Administration
Lawrence F. Jones, Jr.	Richard Allen Preparatory Charter School, Inc.	Administrator	Board
Leonard Cherry	BMC Associates	Business Representative	Board
Professional Development Consultant	TBD	Other	CEO/Board
Richard, Jessica	CAO RAPCS	Administrator	CEO
Rollins, Selya	RAPCS	Middle School Teacher	CEO
Technology Coordinator	RAPCS	Administrator	CEO

Goals, Strategies and Activities

Goal: Differentiated Instruction

Description: Teachers will differentiate instruction and assessment in core content areas to increase engagement/achievement of students at varying achievement levels at a rate of 95%.

Teachers will also tier lesson and varying instructional delivery method to meet the individual needs of all students

Strategy: Differentiated Assessment

Description: Teachers will utilize a variety of assessment techniques to determine student mastery of skills and standards taught. Assessments will be strength based and will provide ample opportunity for varied learning styles to be expressed.

Activity: Differentiated Assessment Professional Development

Description: Teachers will receive training in creating differentiated assessments in core content areas. Participants will also be trained in creating performance based and real world assessments that accurately assess students at varying ability levels.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2011 Finish: 9/1/2011	$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	6	22

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Phocased on Learning/RAPCS	• School Entity • Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Participants will gain the ability to develop and implement assessments in a differentiated instruction classroom/model.		*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional

decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics • History • Economics • Geography

Follow-up Activities	Evaluation Methods
• Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Coaching	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Portfolio

Status: Not Started — Overdue

Strategy: Differentiated Planning

Description: Teachers will be trained in the development and planning of differentiated lessons plans. Plans will include differentiated objectives (levels), instruction, and assessments for students.

Activity: Differentiated Instruction Planning Professional Development

Description: Teachers will receive professional development training to develop their skill in planning and developing lessons that are differentiated. Lessons will not be geared towards middle/average ability students, but rather for students at high, middle, and low levels will have appropriate instruction.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2011 Finish: 9/1/2011	$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	8	22

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Phocased on Learning/RAPCS	• School Entity • Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to properly plan and implement differentiated lessons in all core content areas. Pacing, planning, and instruction in differentiated lessons will be covered among other topics.		*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Mathematics

- History
- Economics
- Geography

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Coaching	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Review of participant lesson plans • Portfolio

Status: Not Started — Overdue

Goal: MATHEMATICS

Description: At least 72% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Math I

Description: Implement professional development that will encompass the collection and use of data. Real world math applications, use of manipulatives, and introduction of pre-algebra and algebra to students will be covered.

Activity: Exploring Concepts that are difficult for students

Description: Idetify and remediate mathematical concepts proving difficult for students.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2011 Finish: 9/1/2011	$2,400.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	22

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Ginsburg Educational Consulting and Coaching, LLC/RAPCS	• School Entity • Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be able to identify and remediate mathematical concepts that are proving to be either presently or historically difficult for our students.		*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area

- Classroom teachers
- Principals / asst. principals
- Other educational specialists

- Middle (grades 6-8)
- Elementary (grades 2-5)

- Mathematics

Follow-up Activities	Evaluation Methods
• Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring	• Student PSSA data • Standardized student assessment data other than the PSSA

Status: Not Started — Overdue

Activity: Math Professional Development

Description: Professional Developments
• Differentiated lesson development
• Teachers trained in text series

Person Responsible	Timeline for Implementation	Resources
Lawrence Jones	Start: 9/1/2011 Finish: 6/3/2012	$4,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	7

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Ginsburg Educational Consulting and Coaching, LLC/RAPCS	• School Entity • Individual • Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain skill at		*For classroom teachers, school*

differentiating mathematics instruction based upon student performance level. Teachers will also receive skill improvement and instruction on the delivery of a new mathematics text.

counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• Middle (grades 6-8) • Elementary (grades 2-5)	• Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey

Status: Not Started — Overdue

Activity: Math Strands Professional Development

Description: Professional development for each math strand will be offered on how to teach each strand in a variety of ways to match learning styles.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2011 Finish: 9/1/2011	$4,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	12

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Ginsburg Educational Consulting and Coaching, LLC/RAPCS	• School Entity • Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff members will be able to teach math strands in a variety of ways to match various learning styles.		

Follow-up Activities	Evaluation Methods

Status: Not Started — Overdue

Activity: Problem Solving Techniques Professional Development

Description: School wide problem solving teaching strategies will be professionally developed and implemented.

Person Responsible	Timeline for Implementation	Resources
Lawrence Jones	Start: 9/1/2011 Finish: 6/30/2014	$3,300.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	22

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Barbara Moore-Williams, Inc. and School Staff	• School Entity • Individual	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be able to infuse additional problem solving techniques in mathematics instruction and assessment.		*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Health, Safety and Physical Education • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Activity: School Wide Problem Solving Strategies

Description: School-wide teacher problem solving Teaching teachers about school wide teacher problem solving techniques

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/3/2008 Finish: 7/8/2009	$2,100.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	24

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Educational Consultant and RAPCS Administration and Leadership	• School Entity • Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be able to acquire and utilize problem solving techniques in classes. This knowledge will also be modeled for students and infused into student lessons.	Collaborative problem solving leads to a team environment and more productive school climate. Additionally, problem solving and critical thinking skills lead to increased student achievment.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction,

staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions	• Participant survey

Status: Not Started — Overdue

Activity: Use of the Tuning Protocol Professional Development

Description: Teachers and other staff members will be trained in using the Tuning Protocol method to examine and discuss student work for the purposes of improving/enhancing instruction, thereby increasing student learning and performance.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/28/2007	$1,800.00

Finish: 12/31/9999

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	24
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
BMW Services	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff members will be able to utilize the "Tuning Protocol" to analyze student work. Staff members will also be able to make changes to instruction and enhance student learning based upon information gathered for the "Tuning Protocol" process.	The Tuning Protocol is a widely accepted and research based format for reviewing student work. Regular and systematic review of student work has been shown to improve teaching and learning.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Mentoring	• Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey • Review of participant lesson plans

Status: Not Started — Overdue

Strategy: Mathematics Data Collection and Review

Description: Assess and collect math data through Scantron and redesign instruction accordingly.

Activity: Math Log/Journal

Description: Students will keep math logs with learned goals and explanation of problem. This assessment of student knowledge will be compiled and reviewed to be used for instructional adjustments.

Person Responsible Timeline for Implementation Resources

Lawrence Jones	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: READING

Description: At least 72% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Guided Reading Implementation

Description: Guided Reading program will be implemented for all students in grades 5&6. Aspects of the guided reading will include appropriately leveled reading materials, reading groups, and teacher checkins/conferencing.

Activity: Grade group Literacy meetings

Description: Grade group Literacy meetings will be implemented. Meetings focused on teaching/learning and based on ongoing data collection and review. Meetings will also focus on guided reading material efficacy and overall program efficacy.

Person Responsible	Timeline for Implementation	Resources
Lawrence Jones	Start: 9/2/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: High Interest Titles

Description: Identify and obtain high interest level appropriate reading titles for the guided reading program. A focus on high interest titles for boys will be included in the activity.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/2/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Targeted Intervention System

Description:

Activity: Literacy Professional Development

Description: Training in analyzing, interpreting, and using data to amend instruction will be provided.

Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: 9/1/2011 Finish: 6/1/2012	$9,750.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	14	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
RAPCS Reading Coordinator	• School Entity • Individual	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain knowledge of data review and analysis. Teachers will gain the skill of being able to use data to adapt and align instruction.		*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:*

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Superintendent / asst. superintendents • School counselors • Other educational specialists	• Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data

Status: Not Started — Overdue

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Attendance Incentive Plan

Description: The school will incorporate an attendance incentive plan. The plan will reward students and classes that maintain a high rate (94%) of attenandance on a monthly, quarterly, and annual basis.

Activity: Assemblies

Description: Monthly assemblies will be held to announce attendance leaders. Rewards will include parties, free admission to field trips, movie passes, and lunch with CEO and/or Principal.

Person Responsible	Timeline for Implementation	Resources
Lawrence Jones	Start: 10/2/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Attendance Support

Description: Support will be provided once attendance problem observed. School Social Worker will work with family and student to ascertain reasons for absences and develop a plan for the reduction of absence.

Activity: Auto Dialer

Description: School will purchase an automatic phone call system to alert parents of their child's absence or lateness on a daily basis. This will serve to reduce the time it takes for parents/school to see a developing problem.

Person Responsible	Timeline for Implementation	Resources
Lawrence Jones	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Technology Goal #1: INCREASE THE AVAILABILITY OF RELEVANT CURRICULUM AND

TECHNICAL RESOURCES IN SUPPORT OF STUDENT LEARNING

Description: Ensure RAPCS staff and students have access to appropriate learning tools and resources during regular and after school hours to boost their productivity, effectiveness and promote student learning

Strategy: Provide access to cloud-based educational tools and other solutions embedded behind RAPCS' firewall

Description: Deliver as many educational and productivity applications to students and staff in an "on-demand" format to ensure the learning processes have no physical boundaries

Activity: Research and implement relevant service delivery opportunities and ensure proper support will be available

Description: • 3rd Quarter 2011 — Perform needs assessment and form strategic plan to estimate costs
• 4th Quarter 2011 — Begin processes to create specification guidelines for delivery of components and services
• 1st Quarter 2012 — Identify and acquire/modify any applications and solution set of services to be provided
• 3rd Quarter 2012 — Begin implementation and training for stakeholders

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/1/2011 Finish: Ongoing	$4,000.00

Status: Not Started — Overdue

Goal: Technology Goal #10: ENRICH AND STIMULATE CLASSROOM COMMUNICATION

Description: Effectively ensure instructors will use specialized technology to deliver and improve classroom communication

Strategy: Identify non-traditional electronic means to enhance and extend the verbal reach of instructors within classroom spaces to support student learning

Description: Ensure all instructors can be easily and clearly heard by all students to stimulate classroom instruction and enhance general productivity

Activity: Utilize a microphone and wall speaker model in all classrooms to reverberate instructor communication

Description: • 2nd Quarter 2011 — Identify instructor and classroom needs by meeting with a group of early adopters and the technology team

• 3rd Quarter 2011 — Start implementation of solution and provide training to help ensure compliance for utilization

Ongoing implementation, training, turn around training, and continued use for refinement.

Person Responsible	Timeline for Implementation	Resources
Lawrence F. Jones, Jr.	Start: 6/1/2011 Finish: 6/1/2011	$36,800.00

Status: Not Started — Overdue

Goal: Technology Goal #11: PROVIDE COST-EFFECTIVE RELIABLE TELEPHONE AND COMMUNICATIONS SYSTEMS

Description: Institute cost-effective reliable communications and monitoring systems to ensure communications between staff members in support of student safety and increase day-to-day efficiencies

Strategy: Implement cellular voice and data services for appropriate staff

Description: Utilize a cost-effective standard mobile voice solutions which will provide readily available communication between staff and instructors

Activity: Determine needs and acquire and deploy relevant staff cell phones, data services, “push-to-talk”, and Aircard devices

Description: • 3rd Quarter 2010 — Perform needs assessment and form strategic plan to estimate costs
• 4th Quarter 2010 — Begin processes to utilize funding programs and create specification

guidelines for components and services
• 1st Quarter 2011 — Identify services and service levels to be provided and apply for E-rate funding
• 3rd Quarter 2011 — Acquire agreed upon services with vendor and move forward with implementation plan if awarded

Person Responsible	Timeline for Implementation	Resources
Lawrence F. Jones, Jr.	Start: 2/1/2011 Finish: Ongoing	$153,761.00

Status: Not Started — Overdue

Goal: Technology Goal #13: COLLECT RELEVANT STAKEHOLDER OPINION AND COMMENTS UTILIZING TECHNOLOGY ENRICHED TOOLS

Description: Collect and leverage survey data to deliver regular and equitable access to technology tools and educational solutions for all students

Strategy: Facilitate use of easy-to-use web-based survey tools which requires minimal training

Description: Implement a policy for the utilization of survey tools by school staff to provide feedback to foster technology use, skills and support student learning

Activity: Identify survey solution and mandate utilization compliance

Description: • 4th Quarter 2010 — Identify instructor needs by meeting with a group of early adopters and the technology team

• 1st Quarter 2011 — Begin research process and acquire the application licensing and review hardware needs if applicable

• 3rd Quarter 2011 — Start implementation of solutions and provide training to end-users

Person Responsible	Timeline for Implementation	Resources
Richard, Jessica	Start: 11/30/2010 Finish: Ongoing	$10,500.00

Status: Not Started — Overdue

Goal: Technology Goal #5: EMBRACE "OUTREACH" METHODOLOGIES TO PROVIDE REAL-TIME COMMUNICATION RESOURCES TO SUPPORT ALL STAKEHOLDERS AND SCHOOL SAFETY

Description: Ensure the school promotes the use of external communications for all staff members to proactively engage stakeholders in support of student learning

Strategy: Assist community stakeholders with providing hands-on opportunities to further and enhance their technical knowledge

Description: Promote and create opportunity for no cost community technology training and access to PowerSchool. Utilize existing school computer equipment to engage community members with hands-on technology training to further their knowledge of standard computer and application use and establish a participant feedback mechanism to measure success

Activity: Provide after-hours computer accessibility and utilize RAPCS students as mentors to further their technology and communication skills

Description: 2nd Quarter 2010 — Identify stakeholder needs and begin draft of schedule

3rd Quarter 2010 — Begin staging of schedule , communicate with stakeholders regarding opportunities and evaluate success

4th Quarter 2010 — Begin training sessions and revisit stakeholder needs to support the initiative

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 11/1/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Increase communication for stakeholders in support of student learning and parental awareness of RAPCS Schools programs and activities

Description: Extend lines of communication by providing and utilizing tools such email for all staff to help ensure that stakeholders are actively engaged real-time

Activity: Migrate from existing email system and acquire appropriate software licensing and server/storage equipment to implement Microsoft Exchange email system

Description: 4th Quarter 2010 — Identify stakeholder needs and begin draft of schedule

4th Quarter 2010 — Identify stakeholder needs and begin draft of schedule

1st Quarter 2011 — Begin vendor selection process

2nd Quarter 2011 — Acquire solution selected using and necessary components using E-rate as applicable

3rd Quarter 2011 — Implement solution and communicate plan with end-users

Person Responsible	Timeline for Implementation	Resources
Lawrence F. Jones, Jr.	Start: 11/30/2010 Finish: Ongoing	$30,644.00

Status: Not Started — Overdue

Strategy: Provide an anywhere/anytime dynamic solution to alert stakeholders to relevant student and school information in support of improving communication and reduce the use of paper

Description: Develop content standards to be embedded into the school's webpage and provide use of an application to embed management capabilities

Activity: Ensure all school policies, forms, and announcements and site-based data/information are updated regularly and posted on the current school web presence and acquire/utilize a content management system

Description: • Identify necessary polices required to approved with staff and administration
• Begin composition or modification of identified documents
• Finalize and implement postings and ensure support mechanisms are in place to support all stakeholders

Person Responsible	Timeline for Implementation	Resources
Richard, Jessica	Start: 1/7/2011 Finish: Ongoing	$7,500.00

Status: Not Started — Overdue

Goal: Technology Goal #6: PROVIDE A BROAD ARRAY OF UP-TO-DATE CORE COMPUTING PLATFORMS TO ALL STUDENTS AND STAFF

Description: Provide a broad array of computing devices to all students, teachers, administrators, and other school staff to seamlessly provide experiences to newer technologies in support of student learning

Strategy: Integrate the use of newer technologies and operating systems to increase student achievement and embed classroom standard ratios for device availability

Description: Embed a blend of desktop and laptop computing environments that intuitively permits access to various device types while insuring industry standard functionality. Develop and implement a replacement strategy for computers reaching the end of their life cycles and follow classroom standard ratios to ensure device equity

Activity: Utilize multiple computing platforms to implant (desktop, laptop and servers) specialized video and music production environments and develop a continuing strategy to replace or add computers in various classrooms.

Description: • Obtain computers (desktop and/or laptop) and develop strategy to replace desktop computers in various classrooms. • Continue refresh and implementation strategy and develop curriculum infusion plan • Acquire necessary components and provide professional development to staff • Continue implementation schedule and deploy

Person Responsible	Timeline for Implementation	Resources
Lawrence F. Jones, Jr.	Start: 2/1/2011 Finish: Ongoing	$188,000.00

Status: Not Started — Overdue

Goal: Technology Goal #8: FOSTER USE OF NEW TECHNOLOGIES TO CREATE INNOVATIVE AND STIMULATING LEARNING ENVIRONMENTS

Description: To foster new technologies for innovative and stimulating learning environments by

infusing emerging technologies into classroom areas in order to insure the needs of each child are met to become proficient or advanced in the academic standards in support of student learning and educational goals

Strategy: Adopt the use of standardized technology components within classrooms for instructors across all grade levels

Description: Establish a base classroom technology model for all grade levels by embedding a list of minimum components to create standards across any RAPCS sites

Activity: Research and beta-test various components in a classroom setting to determine functional qualifications and cost-effectiveness to help determine which technologies can benefit students and instructors best

Description: • 1st Quarter 2012 — Draft a needs assessment and begin research processes and draft alignment within curriculum
• 2nd Quarter 2012 — Start to acquire necessary components, provide professional development to staff and ensure solutions meet stakeholder needs
• 3rd Quarter 2012 — Continue implementation schedule planned and deploy in classrooms and/or common educational areas

Person Responsible	Timeline for Implementation	Resources
Technology Coordinator	Start: 6/30/2011 Finish: Ongoing	$66,000.00

Status: Not Started — Overdue

Strategy: Ensure instructors have access to 21st Century computer classroom tools

Description: Ensure instructors have access to 21st Century computer classroom tools to increase student proficiency across content areas such as reading and math through improved classroom processes and staff and student interaction

Activity: Establish device qualifications and acquire LCD Projectors, document cameras, digital hand held cameras and instructor microphone/speaker systems to integrate advanced learning solutions for all identified classrooms

Description: • 2nd Quarter 2011 — Establish an implementation strategy and develop curriculum infusion plan along with budget plans
• 3rd Quarter 2011 — Begin to acquire components and provide professional development for

staff to promote classroom utilization

Person Responsible	Timeline for Implementation	Resources
Lawrence F. Jones, Jr.	Start: 6/1/2011 Finish: Ongoing	$20,100.00

Status: Not Started — Overdue

Strategy: Ensure students are able to acquire the basic technical skills necessary to positively impact student learning

Description: Expand the use of productivity applications or other similar applications for students to orchestrate a greater capacity of basic computer skills in order to foster an environment building the utility of technology into everyday learning

Activity: Expand and acquire as needed the appropriate licensing (MS Office or other), and implement application(s) to be utilized to ensure uniform distribution to stakeholders

Description: • 1st Quarter 2011 - Draft implementation strategy and develop curriculum infusion plan • 2nd Quarter 2011 — Acquire any necessary components and provide professional development to staff, incorporate into desktop or server images • 3rd Quarter 2011 — Devise implementation schedule, deploy, communicate with end-users

Person Responsible	Timeline for Implementation	Resources
Lawrence F. Jones, Jr.	Start: 2/1/2011 Finish: Ongoing	$32,000.00

Status: Not Started — Overdue

Strategy: Expand the use of specialized learning solutions for students to orchestrate a greater capacity to infuse core content area and computer related skills and advocate the use of “greener” technologies

Description: Ensure the required computing devices have access to core computing applications in order to foster and build the utility of technology into everyday learning and that specialized solutions maximize the unique requirements of applicable students

Activity: Research the use of leading-edge technologies such as eBook readers, digital message boards and other innovative devices to help determine which can benefit students best

Description: • 1st Quarter 2011 — Draft a needs assessment and begin research processes and draft alignment within curriculum
• 2nd Quarter 2011 — Start to acquire necessary components, provide professional development to staff and ensure solutions meet stakeholder needs
• 3rd Quarter 2011 — Continue implementation schedule planned and deploy in classrooms and/or common educational areas

Person Responsible	Timeline for Implementation	Resources
Richard, Jessica	Start: 2/1/2011 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Foster the use of interactive learning solutions for real-time student feedback and stimulating visual experiences

Description: Enhance and augment classroom instruction through the use of interactive learning environments and curriculum which supports electronic tools to develop a foundation for using technologies within instructional environments for optimum infusion in support of student learning

Activity: Acquire smartboards and provide training resources to ensure classroom infusion is embraced

Description: • 2nd Quarter 2011 — Establish an implementation strategy and develop curriculum infusion plan to mirror projector acquisitions • 4th Quarter 2011 — Acquire components and provide professional development for staff

Person Responsible	Timeline for Implementation	Resources
Lawrence F. Jones, Jr.	Start: 6/1/2011 Finish: 6/28/2013	$62,000.00

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize?

The curriculum used at the Richard Allen Preparatory Charter School is precisely aligned to the Pennsylvania state standards which ensure that teachers are providing instruction based upon state required content. Our curriculum is also centered on preparing each student to master PSSA eligible content and acquiring necessary skills to perform at the advanced level. The curriculum is skill based, presented using a systematic approach of instructional delivery. Daily goals and objectives outline specific skill criteria to be taught in accordance with our planning and pacing guide.

The Richard Allen Preparatory Charter School curriculum continues to take on a constructivist view of teaching and learning. In a constructivist environment we believe that students' prior knowledge of a given subject, the belief systems that may influence their understanding and any previously learned strategies are to be the basis of instruction. Constructivist classrooms also model the simple to more complex forms of knowledge, strategies, and skills to find solutions. Ours is a differentiated delivery recognizing that learning and performing are task-specific as opposed to general. Included in this is a project-based approach to acknowledge that individuals need extensive opportunities to apply their skills to hands-on activities that allow them to become as broadly proficient as possible. Making sure to

content skill and content to real life applications allows our students to gain a greater understanding of why they are presented with such material.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

Using the Pennsylvania State Content Standards as a foundational basis and driving force for our curriculum ensures that the curriculum fully meets the Chapter 4 content standards and all requirements. While it is understood that the Pennsylvania Standards alone do not constitute a curriculum, they are valuable as a prescribed series of activities that Richard Allen Preparatory Charter School has used in the development of its curriculum. In each of the subject areas at each grade, there are skills and strategies identified by the state standards that we interpret as quarterly themes, and weekly objectives. Our cross curricular instruction enables standards to be addressed across several content areas. This year each student will continue to be assessed in six week increments using the Study Island Benchmarking System. This program provides a series of questions from a menu aligned directly with the Pennsylvania standards. The results of the assessments will drive the direction of the continued scope-n-sequence with the focus falling on those skills identified as areas of weakness.

How is the curriculum organized to meet the developmental and academic needs of students?

The curriculum is organized to meet the developmental and academic needs of all students by providing a planning and pacing guide that begins with identifying the relevant unit questions(s) associated with the specific units of instruction. From these unit questions the teachers are then able to draw more specific essential questions that can be utilized as objectives to be addressed daily. During the planning of their lessons teachers must include pre-assessing to determine the level of prior knowledge that each student is demonstrating. Flexible grouping to address the varied learning styles along with both formative and summative forms of assessment are part of the daily instructional periods. This allows for constant assessment as well as providing students with the feedback needed to make the needed changes and growth. Tiered products and outcomes represent the method by which students are able to demonstrate their knowledge base. At Richard Allen we are adamant about the fact that all students can learn and it is understood that they may not all learn at the same rate and degree. It is for this reason that Differentiated Instruction is a best practice of our teachers as it puts the individuality of each student at the center of teaching and learning. Differentiated Instruction allows the teacher to develop instructional activities based on essential topics and concepts with flexible grouping to respond to students' level of prior knowledge while providing multiple ways to demonstrate

learning. Teachers also use a variety of instructional delivery methods in order to cater to each individual student's style of learning.

How does the charter school promote in-depth and inquiry-based teaching and learning?

Our charter school promotes in-depth and inquiry-based teaching and learning through the use of project-based, service learning process and problem-based learning. In- depth and inquiry-based instruction and learning often begins with students seeking to research hypothesize and solve an identified problem. This process is guided by the teacher; however, students serve as integral components of the instructional process as well. The continued inclusion of the Full Option Science Systems (FOSS) at each grade level will continue to help students maximize the depth of their thinking while performing tasks one step at a time. FOSS also enables students to apply and hypothesized using instructional skills.

What strategies does the school use to accelerate academic development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

As a middle school our curriculum has proven to provide growth for the students we serve over time. This is evidenced by the

disaggregation of data acquired from the PSSA from one year to the next. However, the challenge has been and continues to be, the instruction of fifth grade students whom we receive from neighborhood elementary schools. There has frequently been an identified gap in their achievement compared to that of the students we have had in our charge beyond the first year. Every new student to our building will be assessed using the DRA program to identify a reading level. During report card conferences each parent is provided with his or her child's individual reading and math level. There is extensive discussion as to what the levels mean in terms of instruction. Parents are immediately provided with strategies for employing more in depth questioning at home the same way we will be doing in school. Guided reading groups are utilized during the Comprehensive Literacy Block to ensure that students are being given the opportunity to be instructed at their own level in addition to the grade level text. The Wilson Reading Program is also used as an instructional program for students who are reading severely below level. Additionally, math teachers will also utilize guided groups to provide students with instruction more closely aligned to the student's own ability level. Lastly, in extreme situations, small targeted intervention groups are developed to instruct and provide remediation.

What types of teaching strategies are used to actively engage students in the learning process?

To actively engage students in the learning process teachers are required to present an assessment to identify each student's individual learning style which allows them to instruct and adjust the instructional delivery in order to meet the needs of all learners. Teachers are required to activate prior knowledge of a given topic then help the students make real-world connections to assist students in owning the information and making it relevant to them. The use of teaching strategies such as SQ3R, read and respond, Jigsaw, four corners, and T-A-G, , etc. are used to help the teacher scaffold instruction from where children are to where they can be. We also believe the use of graphic organizers is a practical method to help students organize information and make it make sense. Word walls are also a classroom requirement in order to promote the development of a more extensive vocabulary.

Rigorous Instructional Program - Attachments

- Rigorous Instructional Program
- Rigorous Instructional Program

English Language Learners

English Language Learners

Describe the charter school's program for English Language Learners (ELL) and a brief narrative about how it functions. Provide a copy of the report from the LEP System used to submit ELL data to PDE Bureau of Teaching and Learning Support as Attachment.

To date no English Language Learners (ELL) have enrolled in the charter school. However, we continue to screen for English Language Learners during the enrollment process and have planned a series of strategies to immediately employ if and when a population of ELL students enroll. Specific strategies include immediate assessment to ascertain baseline data on the child's strengths and weaknesses as related to reading and writing. We would then progress to immediate involvement in guided reading groups where they are able to read at their own fluency level. Teachers in the content areas would need to utilize the books on tape available through our membership with Recorded Books for the Blind and Dyslexic as well as strategies to "chunk" information from the textbook. Additionally, tutoring during the school day would be used to assist in bridging the language gap. The teachers' use of differentiated instruction will further allow the student(s) to utilize strengths and demonstrate comprehension using a variety of methods. To support the ELL student's writing needs strategies would include those found in the STEP-UP TO WRITING program. In most cases short sentences (perhaps spoken into cassette recorder) can be built into paragraphs related to a single topic using color coded dots to relate the sentences to the details.
In addition to the preliminary strategies we would of course need to seek the support of our IU and PaTTan for professional development, input and data collection support as this would be a new area for us. In an attempt to give the child(ren) a full compliment of support using the strategies available it would may be beneficial to create programming for the families of the ELL students to come in and learn together. This may help make learning English a language lesson that doesn't stop when school ends but can be continued in the home.

English Language Learners - Attachment

- 2010-2011 ELL Report PIMS

Graduation Requirements

Graduation Requirements
Each charter school shall specify requirements for graduation in the strategic plan. Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards. Beginning in the 2002-2003 school year, students shall demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under Section 4.52 (relating to local assessment system) at the proficient level or better in order to graduate. 22 Pa. Code Section 4.24 (a):

As a middle school serving grades 5-8, we actively prepare our students for high school and graduation by providing baseline instruction on necessary foundational skills to be successful life long learners. However, this section pertaining to graduation requirements is not applicable.

Special Education

Special Education
A major component of the school design is how the charter school addresses programming for special needs students. Describe the charter school's instructional

strategies for educating special education students.

Special education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide special education services or contract out to the chartering district, the Intermediate Unit, or another outside agency.

The vision of the special education program at RAPCS is to create an environment of maximum inclusion for our students who receive specialized intruction guided by an IEP. We aim to achieve this through a combination of co-teaching and resource room programs in the least restrictive environment while meeting the individual needs of the student and catering to their individual learning style.

All of the special education students at RAPCS are enrolled in regular education classrooms. There are two special education teachers whose primary roles are to co-teach in the classrooms where special education students are enrolled. Co-teaching is when two teachers teach at the same time in the same classroom to meet the needs of students at different academic levels. The special education teachers are co-teaching in the classroom for up to 4 or 5 times a week per subject per grade, depending on severity of need. Special education teachers attempt to address as many needs of the special education students as are possible in a regular curricular setting.

The role of the special education teacher as co-teacher and the co-teaching model implemented vary according to the teaching styles of the general education teacher. The special education teacher adapts to each classroom setting, considering the rules, classroom management, and routine of the general education teacher. The special education teacher sometimes teaches alternate lessons, assists in monitoring students, and teaches together with the general education teacher.

Four teaching assistants instruct most of the resource room pull-outs for our students. These pull-outs are based on specific skills stated in the students' IEPs. These are mostly skill areas that are not addressed by the regular curriculum and require one-on-one attention outside of the classroom. The special education teachers work with some students in resource room as well.

The charter school engages with contracted services for speech and language support, occupational and/or physical therapy, and psychological (evaluation, testing, and support) services.

Special Education - Attachments

- RAPCS Special Ed Policy
- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kimyada Benson	1.0	Learning Support	RAPCS	11	Inclusion Model
Ryan Wolvin	1.0	Learning Support	RAPCS	14	Inclusion Model
Yves Kabore	1.0	Learning Support	RAPCS	11	Inclusion Model
Sonja Fowler-Corbin	1.0	Learning Support	RAPCS	9	Inclusion Model
Aisha Waller	.5	Learning Support	RAPCS	3	Inclusion Model

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	0	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional	RAPCS	1.0
Paraprofessional	RAPCS	1.0
Paraprofessional	RAPCS	1.0
Paraprofessional	RAPCS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Nicole Minnett (Premier Health Services)	Occupational Therapy	3 hrs./wk.
Fredrick Bader (Therapy Source)	Psychological Services	4 hrs./wk.
Arnold Pelberg (Therapy Source)	Psychological Services	4 hrs./wk.
Jenny Lunkes (Premier Health Services)	Speech Therapy	6 hrs./wk.

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	No	No	Yes
DRA	No	No	No	No	No	Yes
GRADE	No	No	No	No	No	Yes
Study Island Benchmark Assessments	No	No	No	No	No	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
DRA	Yes	Yes	Yes	No	No	No	No
Grade level formative and summative assessments	Yes	Yes	Yes	No	No	No	No
Study Island Benchmark Assessments	Yes	Yes	Yes	No	No	No	No

Student Assessment

The most recent preliminary results of the PSSA indicate increased student achievement and academic gains in certain areas. There was a school wide increase of 18% of students scoring proficient and advanced in Reading. In the area of Mathematics, a school wide increase of 10% of students scoring proficient and advanced was achieved. Significant progress was be achieved in Literacy for 5th and 6th grade students as indicated by 54% of 5th grade students scoring proficient or above and 49% of 6th grade students scoring proficient or above. Other growth was not as significant and below our anticipated targets. The school has undertaken the following actions in order to continue on the trajectory to improve our test scores:

* Continued professional development on the topics of data driven instruction and using formative and summative assessments to inform instruction.

* Aligning curriculum and materials with a realistic accurate scope and sequence to ensure pacing and eligible content are addresses.

* Restructured the school's bell schedule to ensure greater team meeting for teachers and content area and grade level meetings.

The use of locally developed tests primarily consists of formative classroom assessments. These assessments are used to measure students' progress and level of mastery while driving instructional content delivery. The tests also serve as a method of evaluating the effectiveness of the curriculum and it's alignment to state standards, anchors and eligible content.
A major component in the student achievement plan is measuring student academic progress. Students' academic progress is measured through various methods. Formal, informal, walk thru observations are conducted and used to measure the effectiveness of a teacher's instructional delivery as related to student progress. During these observations, student engagement, participation and assessments are all used to measure academic progress. In addition to observations, preliminary base line diagnostics, running records, pre and post assessments, benchmark assessments, formative classroom assessments, projects and portfolios are all used to measure student progress.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed?

Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

Students who have been identified as at risk of failure or that have not demonstrated satisfactory academic progress are supported through various methods. All students are placed into a CSP tier with student specific interventions in place. Students are also supported through differentiated instruction, paraprofessional intervention small group assessments, reading specialist support, after school tutoring, remedial computerized instruction, homework support, and participation in the summer enrichment program.
In addition to teacher training, remediation, and baseline testing, the school will focus on differentiated instruction. Many students arrive at our school multiple grade levels behind in reading. Differentiating instruction leads to students making gains at all levels.

Examples of specific strategies to address the above are as follows: Professional development that will encompass data collection, use of data, differentiated instruction and planning and guided reading to name a few. Teacher observations will be not be limited to 2x a year. More specific short "encounters" will be utilized to identify teacher progress in a specific skill and will involve immediate feedback for continued planning. Teachers will also be required to observe each other for the purpose of viewing a specific strategy or best practices on a monthly. Curriculum coordinators and CAO will continue to provide coaching and guidance for teachers. Additionally, administrative mentors will support observations and administrative coaching for this upcoming year.

Student Assessment - Attachments

- 2011 PSSA Data
- PSSA Review for 2011

Teacher Evaluation

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

Administration will continue to make routine visits into classrooms for the purpose of observing and evaluating teachers prior to the scheduled informal/formal observations. This will help to foster a comfort level for both the teachers and students to assure that at the time of the actual observation all involved are performing in as natural and relaxed manner possible. Each teacher is formally evaluated twice a year with one announced observation and one unannounced observation. At the time of formal observations, each teacher will then meet with the administrator to assess the strengths and needs of the lesson and make suggestions for the future. Because of the No Child Left Behind initiative, we have expanded on our observation evaluation to include

several aspects of the one used by the Commonwealth of Pennsylvania. (See appendix F). In addition to formal observations, administrators complete informal weekly walk through evaluations of classroom instruction.

Additionally, the teacher and administrator will peruse and discuss lesson plans weekly for completeness, continuity and alignment to the standards.

Peer Observations: Teacher coach and teaching partners will be utilized for the purpose of providing additional support. Critiques of lessons, classroom management and student- teacher relationships are areas that can be addressed through peer observations.

The use of outside independent consultants continues to be an effective way to have teachers evaluated using a broader scope. Consultants have been/will be utilized to act as teacher mentors to provide additional instructional/professional support for new (to school or profession) teachers. Additionally, consultants will act as coaches providing weekly observation and evaluation (feedback to teacher and Leadership).

B. List entities/individuals who are responsible for teacher and staff evaluation.

Jessica Y. Richard: Chief Academic Officer (2009-2010 academic year and beyond)

Outside Consultants: As needed

Supervisory Teachers

C. Describe professional development for the evaluators, particularly in the areas of Special Education and instructional techniques, that is unique to the mission of the charter school.

All evaluators are trained in the history, mission, and vision of the school. Presently, the CEO is a member of the original Founding Team and has input in training of other evaluators. Each year, we review our evaluation tool and the overall evaluation process. This is done to better evaluate our staff as they grow and mature, professionally.

Teacher Evaluation - Attachments

- RAPCS Teacher Observation Tool
- RAPCS Walk Through

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The school's leadership team remained the same, except for the addition of a full time Clinical Manager to the team. In terms of governance, the school had three board members transition as a result of term limits in place in the school's bylaws. In December of 2010, six (6) new board members joined the board.

Board of Trustees

Name of Trustee	Office (if any)
Uche Ojeh	
David Bounds	President
Patricia Griffin	
Gregory H. Moses	
Larry Ashton	
Anthony B. Davis	
Linda Medley, Esq.	Secretary
Mackenzie Permint	Treasurer
Joel Trotter	
Jordan Harris	
Randy Ostrow	
Darrin Howard	

Professional Development (Governance)

Professional Development (Governance)
Describe the professional development provided or taken regarding governance of the school (including the Sunshine Law and the Public Officials Act) for the Board of Trustees.

During the 2010-2011 academic year, RAPCS' Board of Trustees engaged in two trainings. The first training took place over a three (3) day retreat. At this retreat, the following topics were covered:

- Governance responsibilities, limitations, and expectations
- The role of the Board and CEO
- Mission and vision of the school
- Developing leadership roles

A subsequent training was held related to basics of charter board membership.

Coordination of the Governance and Management of the School

How does the Board of Trustees coordinate the governance and management of the school? Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting 's Board of School Directors. Cyber Charter Schools should address the efforts of the Board of Trustees to maintain a working relationship with PDE.

The management of the school and day to day operation of the school are the responsibility of the CEO and administrative staff. Ongoing communication between the CEO and BOT help to ensure efficient coordination, without blurring the line between governance and operations. Also,

the formation of committees allows board members to actively monitor and impact the operation of the school without blurring the lines delineating governance and management.

During the 2010-2011 fiscal year, the Board of Trustees worked on developing more active and dynamic committees to provide greater oversight and guidance in the governance of the school. Personnel, Academic/Programming, and Finance Committees worked with the CEO and Board Chair on several issues including staff contracts, CEO contract, and the annual budget.

Coordination of the Governance and Management of the School - Attachments

- Board Meeting Schedule
- 2012 BOT Schedule

Community and Parent Engagement

Community and Parent Engagement
Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

The Richard Allen Preparatory Charter School, Inc. has made several attempts to engage parents in school and decision making efforts. The school and the school's Board of Trustees has supported the establishment of the Richard Allen Parent Supporters Group or RAPS. This group meets monthly to discuss school progress, needed changes, and fundraising. The organization has elected officers and the organization also meets with school administration on a monthly basis.

This year, the school was successful in coordinating and sponsoring several community and parent events. They are listed below:

- Family Math and Literacy Nights: Monthly meetings in which parents work with students completing activities related to the current math and literacy curriculum. Prizes are given to winning parent-student teams and dinner is served for all
- Monthly parent meeting: These meetings bring parents up to date with school events and policies
- The school had a part-time employee dedicated to working with parent issues and concerns
- Day on the Hill for students. Students and parents from the school attended a charter school rally in Harrisburg. Children got to meet Senators and Representatives, to express their support for the school choice movement. Students toured the Capital and saw first hand how our state government operates
- The school applied for a grant from the Department of Human Services in conjunction with Elwyn Institute to provide parenting training for members of the community and charter school community. Training will also be provided for parents identified as mentally retarded. Training will involve basic parenting, being an advocate for children, and navigating the educational system
- Parents were involved in various activities and planning for activities including an out of state trip for 8th graders.

Due to recent budget cuts, the part-time parent position has been cut, however, we are searching for ways to continue the services with current staff.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Identify major fund-raising activities performed this year and planned for next year.

There was very little fund-raising activity at the charter school.

Fiscal Solvency Policies

The Charter School maintains fiscal solvency in many ways. The first is by use of QuickBooks for the accounting software (July 1, 2010 through June 30th, 2011) which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit & Loss statements, Balance Sheets and Check Disbursement runs. The system also allows for Grant Tracking through the use of class codes so Profit & Loss statements by Grant can be produced at any time. All accounting transactions are driven by paper form initially, forms are in place for all transactions including but not limited to purchase orders, check requests, payroll processing, new employee paperwork etc. All forms are signed by the CEO and the Controller. The CEO and Controller maintain routine conversation regarding possible changes to the budget. Financials are presented to the CEO and Board President in advance of the Board Meeting after review in the Business Office. Once reviewed and agreed upon they are disbursed to the full Board and presented at the Board meetings.

Effective July 1st 2011, Richard Allen put a new accounting system into place, SAGE MIP. Sage is a sophisticated accounting system which converts the internal controls to electronic format, moves the majority of processes to electronic format from paper format, allows detailed by fund budgets to be loaded into the system and a larger array of custom reports to be generated in the system as well as CEO's real time access to run reports.

Accounting System

The Charter School used QuickBooks (July 1st, 2010 through June 30th, 2011) for the accounting software which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit & Loss statements, Balance Sheets and Check Disbursement runs. The system also allows for Grant Tracking through the use of class codes so Profit & Loss statements by Grant can be produced at any time. GAAP reporting is used as is required by the Independent Audit.

Effective July 1st 2011, Richard Allen put a new accounting system into place, SAGE MIP. Sage is a sophisticated accounting system which converts the internal controls to electronic format, moves the majority of processes to electronic format from paper format, allows detailed by fund budgets to be loaded into the system and a larger array of custom reports to be generated in the system as well as CEO's real time access to run reports. Again, this new system complies with GAAP reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2010-2011 Revenuse and Expenditures

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

Citrin Cooperman is the school's audit firm for the 2009-2010 year. The date of last audit was published on Ap;ril 8, 2011.
and has a clean unqualified opinion. It is impossible to submit an audit for 2010-2011 by August 1, 2011.

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

- 2010 FS and Audit

Citations and follow-up actions for any State Audit Report

The school has not been audited by the State Comptroller's Office.

SECTION VII. FACILITY RESPONSIBILITIES

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

Richard Allen Preparatory Charter School leases a facility at 2601 South 58th St., Philadelphia, PA. All furniture and equipment was purchased after obtaining quotations from various vendors. The school purchased 11 interactive white boards for use in the school's classrooms.

Future Facility Plans and Other Capital Needs

Future Facility Plans and Other Capital Needs
Describe future facility plans and other capital needs for the length of the charter and how these items have been integrated into the strategic plan of the charter school.

The school recenty received approval to expand to serve grades 5-9. Upon final approval, the school will proceed wiht funding for the construction of a 24,000 square foot addition to our current facility. As part of our application for grade expansion, the school submitted both a five year strategic plan and a five year financial plan that included facilities and construction funding.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Describe how the charter school has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills), and provide appropriate evidence of maintaining health and immunizations records for students. Provide evidence

that the Request for Reimbursement and Report of School Health Services has been submitted.

The charter school is monitored yearly by the City of Philadelphia's Department of License and Inspections. To date, the school has complied with all safety requirements noted by the inspectors. The school meets its required yearly fire drills, has the required amount of drills inspected by the Fire Department, and makes sure each class has a posted set of directions and instructions for fire drills. Additionally, the school has created and updates an emergency and disaster plan for multiple forms of emergency and evacuation.

Additionally, the new school facility meets all code, IDEA, and safety standards. For all intents and purposes, the building is a new state of the art facility. The facility includes appropriate ramps, exits, and an elevator. The building is also fully sprinklered on all floors and in all locations. Maintenance contracts for the HVAC, fire, and elevator systems are maintained each year.

The school contracts with a Certified School Nurse and a Physician. The school maintains all immunization and physical records in our nurse's suite. Attached, please find a PDF copy of the Request for Reimbursement and Report of School Health Services.

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

- Compliance with Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students
- 2010-2011 Health Report

Current School Insurance Coverage Policies and Programs

Fire Damage $1,000,000

Director and Officer $1,000,000/$2,000,000

Commercial $2,000,000

Operations Aggregate $2,000,000

Personal Injury $1,000,000

Medical Expense $10,000

Automobile $1,000,000

Workers Comp $500,000

Excess-umbrella $5,000,000

Prof. Liability $1,000,000

Medical benefits include medical, prescription, and vision insurance through Keystone East, Independence Blue Cross, Dental through United Concordia, Life Insurance, Long Term Disability Insurance, and Colonial Life Supplemental Insurance. (Voluntary at employees expense).

Current School Insurance Coverage Policies and Programs - Attachment

- 10-11 ACORD document

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Quality of Teaching and Other Staff
Describe the professional staff of the school including total number of personnel, how many are returning staff from the previous school year, and how many were with the school for this entire school year. Discuss staff turnover and retention patterns and possible reasons for each.

Downloaded the PDE-414 - Verification Form and provide the names of all professional staff members and complete all columns of information for each professional staff member.

- **A professional staff member is an individual employed by a charter school in positions for which state certification would be required in a non-charter public school, including those who are certificated as teachers, supervisors, supervising principals, principals, assistant principals, vice-principals, directors of vocational education, dental hygienists, visiting teachers, home and school visitors, school counselors, child nutrition program specialists, school librarians, school secretaries the selection of whom is on the basis of merit as determined by eligibility lists and school nurses. (24 P.S. 11-1101).**
- **The Chief Executive Officer, who is the individual appointed by the Board of Trustees to oversee and manage the operation of the charter school, shall not be deemed a professional staff member.**

Of our twenty-four (31) professional staff members, employed by the school f or the 2010-2011 school year, zero (0) staff members were terminated in mid-year. One staff member left voluntarily. At the end of the academic year, all staff members requested to return to the school. Of that number, only three were not renewed.. In an effort to ensure continued retention and quality instruction, the school will triple its resources in professional development. Professional development will included increased summer sessions, 23 weekly sessions, mentoring, coaching, and no less than eight (8) in-service days throughout the year.

Quality of Teaching and Other Staff - Attachments

- 2010-2011 PIMS Staff Report
- PDE 414 2010-2011

Student Enrollment

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

1. Advertising and recruitment period: This usually begins in late April and involves newspaper and radio advertising. Interested parents are mailed, emailed, or faxed intent to enroll forms. The intent to enroll forms require only basic demographic information such as; name, parent name, grade level, address, and telephone number. These forms are returned to the school.
2. Enrollment and/or lottery period: An enrollment deadline is established and advertised in April. Once the deadline is reached, if there are less applications then available slots, all applicants are accepted. If there are more applicants than there are available slots, a public lottery is held to fill slots. Once students have been accepted, a charter school enrollment notification form is sent to parents. This form must be completed and returned to the school to ensure full acceptance to the charter school.
3. Students not chosen by lottery and student applying after the deadline are either accepted or placed on a waiting list, depending upon enrollment numbers.
4. The lottery for the Richard Allen Preparatory Charter School, Inc. involves each applicant's name being associated with a number. Then, numbers are placed in a large container then chosen randomly. The students not selected are placed on a waiting list in order of application date. As spaces become available, students from the waiting list are enrolled in order.

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

Grade 5= enrolled105 number dropped 15 number added 10

Grade6= enrolled 113 number dropped 13 number added 6

Grade7= enrolled 117 number dropped 18 number added 7

Grade 8= enrolled 119 number dropped 30 number added 8

Note that several students listed as dropped were initially on our Student Management System, but did not attend school.

Provide the number of students who completed the 2009-2010 year who are currently enrolled to return in September.

There were 312 students eligible to return to the charter school, 284 are returning this is a 91.0% retention rate. This represents a 6% increase over last year and is the highest retention in school history.

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

There were15 students expelled or required to leave the school. There were 76 students who voluntarily left the school, this year. This number includes students who were enrolled in the summer and did not attend the school

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

Current trends show the interest in the school is at an all time high and is growing. This year, the enrollment process was started earlier than any year previously. Classes in grades 6,7,&8 were filled in April.

There are currently no supporting documents selected for this section.

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program.

Because the school is located on a hazardous route, all students receive from school bus transportation from the School District of Philadelphia. Students requiring special transportation accommodations are handled either through a private vendor or through the School District of Philadelphia at a cost incurred by the school.

Food Service Program

Food Service Program
Describe the charter school's food services program. Does the charter school participate in the Free and Reduced Lunch (FRL) Program? If not, provide a brief explanation.

The Richard Allen Preparatory Charter School's food service program was provided by Linton Food Services for the 2010-2011 academic year. The school followed the USDA, USDOE, and PDE standards and procedures for food service provider bidding and procurement. Lunch is provided for free, reduced, or full prices depending on the student's family financial status. The school does participate in the Free and Reduced Lunch (FRL) program.

Student Conduct

Student Conduct
a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

The Richard Allen Preparatory Charter School, Inc. expects all students to behave in a manner which is conducive to maximum student learning. Respect for students, teachers, families, and the community is the overall expectation at the school. The Richard Allen Preparatory Charter School also realizes that all of our students reside in an urban setting, and many are affected by the social ills plaguing many urban areas. This often has an impact on student behavior. At the Richard Allen Preparatory Charter School, we believe it is necessary to be proactive in our approach to student discipline. We also believe sound instruction is the number one preventative step for discipline problems. We view consequences as necessary/logical results for positive and negative behavior, rather than simply as punishment.

The discipline code of the Richard Allen Preparatory Charter School, Inc. affords every student his or her right to due process under the law. Please see our discipline code for further explanation.

b.) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

155 students were involved in 252 suspensions. Fourteen students at the charter school were expelled.

Student Conduct - Attachment

- Student Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2011

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

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

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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 Richard Allen Preparatory CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/ethics/site/

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

Identify the charter school's Chief Executive Officer.
Name: Lawrence F. Jones, Jr. **Title:** Mr.
Phone: 215-878-1544 **Fax:** 215-727-0711
E-mail: ljones@rapcs.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Randy Ostrow **Title:** Ms.
Phone: 215-878-1544 **Fax:** 215-727-0711
E-mail: ostrow128@verizon.net

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

Identify the charter school's Special Education Contact Person.
Name: Kimyada Benson **Title:** Ms.
Phone: 215-878-1544 **Fax:** 215-727-0711
E-mail: kbenson@rapcs.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page