
Pennsylvania Department of Education



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

Charter Annual Report

Tuesday, May 07, 2013

(Last Accepted: Tuesday, September 13, 2011)

Entity: Russell Byers CS

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Philadelphia, PA 19103

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Contact Name: Debbie Sperbeck

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Russell Byers CS

Date of Local Chartering School Board/PDE Approval: June 16, 2010

Length of Charter: Five Years **Opening Date:** September 17, 2001

Grade Level: 4K - 6th Grade **Hours of Operation:** 8:00 AM - 3:30 PM

Percentage of Certified Staff: 100% **Total Instructional Staff:** 31

Student/Teacher Ratio: 14 to 1 **Student Waiting List:** 910

Attendance Rate/Percentage: 95.79%

Summary Data Part II

Enrollment: 442 **Per Pupil Subsidy:** \$8,095.69 for regular ed, \$ 19,660.10 for special ed

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	17
Black (Non-Hispanic):	360
Hispanic:	21
White (Non-Hispanic):	42
Multicultural:	2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
85.5%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 36

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	188	188	0	0	188
Instructional Hours	0	0	6.50	6.50	0	0	6.50

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Russell Byers Charter School ("RBCS") was founded in 2001 in memory of the prominent *Philadelphia Daily News* columnist Russell Byers, who was murdered in December of 1999. Russell truly believed that every child deserves a first class public education.

RBCS is a public elementary school located in the heart of Center City, Philadelphia within walking distance of many of the city's cultural treasures, including the Academy of Natural Sciences, the Franklin Institute, and the Free Library and makes regular use of these facilities, as well as the entire city, in our studies. RBCS offers a full-day kindergarten for four and five year-old students, one of the few kindergarten programs of this kind in Pennsylvania as well as grades 1 to 6. RBCS has 442 students from 41 zip codes in Philadelphia County. RBCS' student/teacher ratio is 13:1.

RBCS reflects Russell Byers' values of academic excellence, civic responsibility and community service. RBCS is a learning community, built on the structures and principles of its educational model: Expeditionary Learning Schools ("ELS"). RBCS is one of 170 urban and rural schools, in the country, that are built around the five Core Practices and ten Design Principles that guide the teaching and learning in an Expeditionary Learning (ELS) school. The five Core Practices are: learning expeditions are the structure of the content curriculum; active pedagogy teaching practices; a strong, safe and inclusive school culture and character education; shared leadership and a commitment to continual school improvement; and structures to build community. ELS is both rigorous and fun!

In the Russell Byers community, students learn by doing spending up to 12 weeks studying a single topic both inside and outside the classroom where their natural curiosity can flourish. The students pursue their studies at many of the city's nearby cultural treasures, including the Franklin Institute, the Academy of Natural Sciences and the Free Library—all within walking distance of the school. Academic goals are linked to adventure, service work, teamwork, and character development. And education becomes a partnership between student and teacher, as supported by enlightened school leadership and committed parents. This partnership is key to the school's overarching goal: empowering students to take responsibility for their own education. At RBCS, students are on a journey of self-discovery and knowledge acquisition, and teachers provide guidance for this journey, drawing on experience, compassion, and respect for diverse learning styles, backgrounds, and needs.

Using the ELS model, students are supported in developing new skills and achieving mastery of them. As their confidence grows, so does their natural curiosity—and their desire to try more complex assignments. This active engagement holds students' interest in the classroom and over time, enables an even more important development: it changes their way of being in the world. It turns them into lifelong learners, ever-capable of taking on a challenge.

The Pennsylvania Academic Standards serve as the framework for our curriculum planning in reading, language arts, mathematics, science, and social studies. Music, Art, Spanish, and Physical Education are integrated into the curriculum as well. There are computers in every classroom and a computer lab with Internet access for our students.

Mission

The Mission of the Russell Byers Charter School is to provide students *roots*, a safe stimulating environment with a rigorous academic education grounded in Expeditionary Learning. Our students take responsibility for their learning to become powerful communicators, creative problem solvers and compassionate, engaged citizens. Russell Byers Charter School students develop *wings* to succeed in selective schools and embrace a love for learning.

Vision

The Founder's Vision is that the Russell Byers Charter School provides a rigorous education that cultivates self-assurance, love of fresh ideas, and especially, a sense of joy. RBCS students are creative problem solvers, powerful communicators, and knowledgeable and responsible citizens. They will develop the character and gain the academic skills to truly make their lives and their world better. To achieve this Vision RBCS uses the Expeditionary Learning Schools (ELS) education model which is an innovative model based on the guiding principles of the famed outdoor educational program, Outward Bound.

Shared Values

As stated in our Strategic Plan RBCS is committed to a community defined by these shared values:

A collaborative, supportive and empowering “crew” of teachers, staff, families, trustees, alumni, and friends that inspire children towards personal success and prepare them to become young leaders who serve their communities

A safe environment that advances the School's Vision and Mission, develops the essential qualities of a Russell Byers student, and prepares each child for success beyond Russell Byers

A school culture of diversity and inclusion where acceptance and respect of others increases the School's richness of ideas and where prejudice based on race, ethnicity, culture, religion, social-economic status, gender, learning styles, disability, age or sexual orientation is not tolerated

Adults who will guide students along their journey with care, compassion, and respect for their diverse learning styles, backgrounds and needs

Teachers, staff, families, trustees, friends and alumni strive to demonstrate and model for our students traits that include:

- Understanding and embracing the School's Vision and Mission as well as supporting the School's values, curriculum, faculty, staff and students
- Abiding by the School's decisions
- Taking responsibility for his/her own learning and development
- Accepting the differences of others, treating everyone with fairness and respect, avoiding stereotyping, cliques and exclusion of others
- Collaborating at every opportunity and working together to resolve conflict peacefully
- Refraining from verbal or physical abuse, bullying, and harassment
- Communicating respectfully, openly, honestly, and constructively with each other while listening, and valuing independent thinking
- Possessing empathy and engaging in acts of consequential service to others
- Promoting the greater common good for our School and participating actively in School life

We believe in a school that is safe, warm, and welcoming; a school that values curiosity and critical thinking; a school that challenges students to meet demanding academic standards but shows respect for diverse learning styles. By imparting these values, we foster a love of learning and give each child the knowledge, skills, and confidence needed for success. We are committed to:

- A rigorous curriculum with a moral compass to guide students toward compassion, integrity, and good citizenship
- Explicit teaching to give students the necessary metacognitive skills that will provide life long thinking and problem solving strategies and allow students to take responsibility for their learning
- A diverse school community to promote an acceptance of others and a richness of ideas
- Extensive, meaningful professional development to keep our teachers inspired and passionate about their important work and current in their disciplines
- Families as partners to share in the responsibility of their children's education
- The city as a classroom to widen the student's world
- High expectations to ensure that students reach for their full potential, develop confidence through their efforts, and take responsibility for their learning
- Accountability to our students, parents, teachers, and the community

Academic Standards

RBCS continues to be committed to the school's Expeditionary Learning Schools (ELS) a standards-based, educational design, which encourages a sense of adventure and discovery, taking students on intellectual and physical journeys with challenging projects, fieldwork, and service learning. It remains the school design that best fits the overarching vision the founders had for the school and has proven to be successful with the students who attend and have graduated from RBCS. The RBCS program of study will provide students with the critical skills and habits of mind and heart that set the stage for success in middle and high school and beyond.

RBCS' successful rigorous and standards-based ELS curriculum will continue to be used. Our curriculum will reflect the 10 design principles of the EL model: (1) the primacy of self-discovery; (2) the having of wonderful ideas; (3) student responsibility for learning; (4) intimacy and caring; (5) success and failure; (6) collaboration and competition; (7) diversity and inclusion; (8) the natural world; (9) reflection and solitude; and (10) service and compassion. The model fosters collaboration among the teaching staff in grade-level teams that use two common planning periods per week to plan expeditions and regular classroom instruction.

Because the ELS model is standards based, our students will be expected to participate in an academic program that prepares them for the rigors of PSSA testing and the rigors of academics after graduation just as we have successfully done historically. RBCS has achieved AYP in each year of our current charter. Although we acknowledged that there is room for upward growth in the percentage of students who score advanced and proficient, we fully intend to set a goal that expects teachers and students to work towards continuous improvement in their academic progress and achievement, particularly with regard to language arts and mathematics.

The school will continue with a number of successful practices developed. Those practices include:

- Analyzing data for student performance and developing cohesive curriculum maps in the four subject areas of science, social studies, writing, and reading.
- Analyzing data collected through the 4Sight, AIMSWEB, DRA, and PSSA testing protocol in order to continuously update and improve our instruction in order to achieve widespread student, academic proficiency.
- Developing philosophy statements to capture our ideology for teaching and learning in order to ensure cross grade level cohesiveness and a true scope and sequence of our curriculum.
- Continuing a Saturday school program, after-school tutoring, and increasing the enrollment, rigor, and offerings of the summer school program.
- Counseling and advising parents in regards to excessive school absences and tardiness.
- Engaging in a rigorous professional development program for faculty that addresses the academic needs of our middle school students.
- Expanding of Celebration of Learning days to include the culminating projects of middle school students are displayed for public review.

- Continuing the Outward Bound, adventure experience for our Projected Enrollment, including: broader, more full opportunity for students to participate in an overnight experience, such as our sixth grade overnight trip to a YMCA camp in southern New Jersey.

In addition to our traditional areas of study, our core program will include an Integrated Arts Program; Spanish language; technology education; the natural world; valuable lessons through joy and rigor (e.g. fieldwork, chess, ballroom dancing, etc); life fitness; and the Russell Byers Charter School Alumni Association; all intentionally designed to broaden our students' horizons. Also included in our core program is our A(dventure) B(ound for College) C(ompetition) Leadership Program, which will prepare our Projected Enrollment for the challenges beyond high school.

A critical learning component of all of these activities will be to promote collaboration and teamwork between and amongst students.

The school will continue the public tracking of homework and attendance data so that students can receive the kind of positive acknowledgement for a job well done so critical to building confidence in yourself as a student.

RBCS tracks our former students who are now enrolled in high school. Our oldest students are currently in the 11th grade. For RBCS, our ultimate metric of success is for our graduates to be accepted by and graduate from a four-year college or university. Currently, the majority of our former students are enrolling in secondary schools that focus primarily upon preparing for college.

For students at RBCS, compassion and respect are necessary to the successful completion of an expedition. All RBCS students must learn, by the design of our program, how to receive and give wisdom from others, be they teachers or peers. Successful collaboration on an expedition demands the kind of respect for peers that will be part of a program that provides students with life experiences that discourage, for example, bullying behavior, and instead academically and socially rewards students for reaching out to appreciate students in their age group, and students who are much younger or older than themselves.

Because there are no bells at RBCS, teachers have the flexibility to schedule the school day according to the tasks on which their student groups are working. In-depth, interdisciplinary learning expeditions group students heterogeneously to accommodate their interests and learning styles. Flexible scheduling encourages students to delve deeply into the curriculum and explore questions that relate to their lives and the society in which they live.

The ELS model uses the same variety of assessment tools across classrooms to evaluate students' learning: portfolios, critique sessions, self-evaluation, performance tasks, benchmark assessments, and evaluation conferences. Using a two-tiered portfolio system, students keep both a "working" portfolio of all drafts and works-in-progress and a "finished" portfolio of final products. As part of our Celebration of Learning at the end of each expedition, students must create final "demonstrations," each completed to high-quality standards that are explicitly set by teachers and students.

For RBCS, the ultimate goal for all of our students is that the graduate having had a well-rounded education; one that challenges their mind, and their spirit. They will have been judged by teachers they know well, and by metrics used to judge all public school students in Pennsylvania. The school anticipates that it will support our graduates beyond their Russell Byers experience, encouraging them to pursue college preparatory academics and a college degree with the same enthusiasm with which they approached expeditions as young students.

Our ambitious goal for all students is that they demonstrate a full year's worth of reading and mathematics level improvement in each year that they attend Russell Byers. RBCS faculty and leadership will continually analyze multiple data sources including: PSSA, 4Sight, Developmental Reading Assessment (DRA). Additionally, we examine student work and teacher-created formative and summative assessments to determine the effectiveness of ongoing instruction. By analyzing these data in grade and curriculum teams, we will identify patterns of strength and weakness in an effort to better inform the effectiveness of our curricular approach. School-wide, the RBCS faculty and leadership will use this information to drive the creation of new curriculum maps and revise existing school curriculum maps. In addition, grade teams will use data from various sources to design and/or refine instruction for their students. These tools are clearly critical to our ability to adjust, and even change, our program of study to meet the needs of our students we expect will be bound for college preparatory programs upon graduation from RBCS.

Utilizing these multiple means to assess student performance and learning is critical to student success. RBCS will continue to use a variety of tools developed to communicate the results of those assessments to families including: Parents receiving formal information about student progress four times each year; Report cards and progress reports being issued twice a year; For students facing significant academic challenges, teachers completing an interim report and in some cases sending a daily or weekly update to parents; Requiring students and their parents participate in student-led conferences two times per year where students present evidence of their highest quality work from their portfolios. At these conferences, teachers discuss assessment results with parents. In all grades, reading benchmarks will be set three times per year. The 4K students focus on concepts of print, rhyming and phonological awareness. Grades 5K to 6th administer the Developmental Reading Assessment (DRA), a phonics assessment, a screening inventory for spelling, and assess students on acquisition of the Fry high frequency words.

RBCS will implement best practices in reading, offering explicit instruction to students in the thinking strategies, facilitating an intense professional development program and using Trophies as a resource for reading instruction.

All Academic Standards in 4.12 of 22 Pa. Code have been and will continue to be incorporated into the curriculum maps. Content topics have been identified based on the content areas listed in the PA Academic Standards. The maps are aligned with Pennsylvania State Standards, the Philadelphia Core Curriculum and research based reading building blocks. The maps ensure coherence across all grade levels and developmentally appropriate expectations at all grade levels. RBCS will continue to align all core disciplines with state standards.

A School Leadership Committee composed of administration, teachers and Board members has been created to assist with the implementation of best practices and the assessment of academic data, including standardized and school based testing. RBCS will support students who are having difficulty with skill development by offering added small group instruction, tutoring sessions before and after school, Saturday School and Summer School.

Strengths and Challenges

RBCS has significant strengths that create a unique learning environment and experience for its students. The ELS design is considered a strength of the school because of its proven core practices, design principals, and learning expeditions. The ELS model provides students not only with the skills needed to succeed academically, but also compassion, understanding, and experiences to successfully live in the global world.

RBCS has achieved significant increases in the percent of students who are advanced/proficient in Math and Reading and significant decreases in the percent of students who are basic/below

basic in Math and Reading during the current charter period and has achieved AYP each year. However, a challenge for RBCS will be to continue to improve student performance and to continue to achieve AYP as the standards increase in the coming years.

Another strength of the school is the amount and quality of partnerships that have been created to enhance the learning experiences of the students. These partnerships have provided valuable program activities, learning experiences, and resources to the school. These partnerships are significant strengths that enable RBCS to continually enhance our students' quality education.

While we have been very successful in meeting the financial needs of our current successful educational strategies, financial resources for expansion to grades 7 and 8 and targeted enhancements to our school is a challenge. However, the Board of Trustees, and the Byerschool Foundation are developing practical and targeted long-term plans and strategies that will provide funds to support our long-term growth and goals.

An important goal is succession planning for RBCS' Founder, Laurada Byers. Ms. Byers has been a driving and vital force in the establishment, development, and successes of the school. The highly talented and committed Board of Trustees created by Ms. Byers recognizes that for the school to remain a quality educational institution after Ms. Byers removes herself from direct involvement in the school, a well-executed transition plan is required. Actions have already been taken relative to this plan, including the restructuring of the Board to achieve this goal. The formal plan will be developed and included in the strategic plan.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The RBCS has an inclusive Strategic Planning Process. Over an 18 month period a five year (2012-2017) Strategic Plan will be developed under the leadership of a member of the Board of Trustees and the RBCS CEO with the involvement of the Board of Trustees, leadership team, faculty, administrative staff, and parents. It will include specific and measurable goals with achievement dates. The Plan will our guide for priority setting, decision making and progress monitoring. It will also an important tool to communicate to the Russell Byers Charter School Community: 1. What is important to the School; 2. Where the School is going; 3. How we are going to get there; and 4. What is expected from each member of our Community.

Goals, achievement, and priorities are reviewed each year by the Board of Trustees and RBCS leadership team as a matter of course. For the past two academic years, the school has adopted an Action Plan for Improvement, the latest version of which is attached to this report. Goals are modified, added each year to reflect performance, learnings, changes in the educational environment, and other relevant factors.

During the 2011-12 school year, RBCS will be developing a new five year strategic plan using the same process, having the same structure, and utilizing specific, measurable, and time framed goals. Members of the strategic plan development team (about 15 individuals) were selected by September 30, 2011 and include representatives of the Board of Trustees, RBCS leadership team, faculty, administrative staff, and parents. Potential known members of the team are shown in the next section. Leadership of the team will be shared between a member of the Board of Trustees and the CEO. The plan will be submitted for approval by the Board of Trustees by October 15, 2012. Once approved, it will be broadly communicated to all RBCS constituencies and used to guide our priorities and decision making. It will be prominently displayed at the RBCS website.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Byers, Laurada	Byerschool Foundation & RBCS Board of Trustees	Board Member	Board of Trustees
Goodwin, Kareem	RBCS	Administrator	Chief Executive Officer
Mechura, Frank	RBCS Board of Trustees	Board Member	Board of Trustees
Prichard, Stephen	RBCS Board of Trustees	Board Member	Board of Trustees
Smith, Drew	RBCS	Administrator	Board of Trustees
Sperbeck, Debbie	RBCS	Administrator	Chief Executive Officer
Wright, Shawn	RBCS	Administrator	Chief Executive Officer

Goals, Strategies and Activities

Goal: Exceed Mathematics AYP Goal

Description: RBCS will exceed the mathematics AYP goal (proficient or advanced) for students in grades 3 through 6 as measured by the state wide annual PSSA assessment.

Strategy: Adopt State of Pennsylvania Eligible Content Standards

Description: Fully adopt State of Pennsylvania eligible content standards.

Activity: Gap Analysis

Description: Produce a "Gap Analysis" document cross-checked by ELS school designer regarding the RBCS curriculum, assessments, and State of Pennsylvania Eligible Content Standards.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/26/2011	-
	Finish: 8/26/2011	

Status: Complete

Activity: Hire Dean of Curriculum And Instruction

Description: Hire Dean of Curriculum and Instruction to coach and mentor teachers, track, monitor, analyze, and act upon student assessments and other data.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 7/1/2011	-
	Finish: 8/1/2011	

Status: Complete

Activity: Scope and Sequence Document/Guide

Description: Develop and implement a Scope and Sequence Document/Guide indicating specific core content that must be covered, to what degree of understanding, at each grade level which also includes a pacing guide and calendar.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/26/2011	-
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Status: Complete

Date Comment

8/2/2012	The school utilized this document throughout 2011-12. The scope and sequence and guide will be continuously improved by faculty and the administrative team.
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Strategy: Data Informed Instruction

Description: Increase the use and effectiveness of Data Informed Instruction at RBCS.

Activity: Data Informed Instruction Professional Development

Description: Develop and conduct professional development of teachers in the use PVAAS, 4Sight, and AIMSWEB as drivers of data driven instruction at RBCS.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 12/30/2011	-
	Finish: 12/30/2011	

Status: Complete

Strategy: Instructional Coaching And Mentoring

Description: CEO and Dean's provide coaching and mentoring of teachers with regard to reading instruction and guided reading.

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Strategy: MMS Database

Description: Fully utilize the MMS database for tracking and monitoring student achievement.

Activity: MMS Training

Description: Develop and implement a MMS training program that is incorporated into the professional development program.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/15/2011	-
	Finish: 8/15/2011	

Status: In Progress — Overdue

Date Comment

8/2/2012	The school trained faculty on the use of MMS as a reporting tool for student, academic data. For 2012-13, faculty will be trained in using MMS to communicate with school parents and guardians.
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Strategy: Teacher Effectiveness Rubric

Description: Develop and implement a teacher effectiveness rubric to measure and track teacher effectiveness.

Activity: Annual Calendar

Description: Develop and implement an annual calendar to administer, track, and analyze all data from standardized assessments tools.

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Strategy: Teacher Pacing Analysis

Description: Implement Monthly Teacher pacing analysis.

Activity: Annual Calendar

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Activity: Scope and Sequence Document/Guide

Description: Develop and implement a Scope and Sequence Document/Guide indicating specific core content that must be covered, to what degree of understanding, at each grade level which also includes a pacing guide and calendar.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/26/2011	-
	Finish: 8/26/2011	

Status: Complete

Date Comment

8/2/2012	The school utilized this document throughout 2011-12. The scope and sequence and guide will be continuously improved by faculty and the administrative team.
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Goal: Improve Teacher Effectiveness

Description: Improve teacher effectiveness and instructional skills.

Strategy: Adopt State of Pennsylvania Eligible Content Standards

Description: Fully adopt State of Pennsylvania eligible content standards.

Activity: Gap Analysis

Description: Produce a "Gap Analysis" document cross-checked by ELS school designer regarding the RBCS curriculum, assessments, and State of Pennsylvania Eligible Content Standards.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/26/2011	-
	Finish: 8/26/2011	

Status: Complete

Activity: Hire Dean of Curriculum And Instruction

Description: Hire Dean of Curriculum and Instruction to coach and mentor teachers, track, monitor, analyze, and act upon student assessments and other data.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 7/1/2011	-
	Finish: 8/1/2011	

Status: Complete

Activity: Scope and Sequence Document/Guide

Description: Develop and implement a Scope and Sequence Document/Guide indicating specific core content that must be covered, to what degree of understanding, at each grade level which also includes a pacing guide and calendar.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/26/2011	-
	Finish: 8/26/2011	

Status: Complete

Date	Comment
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8/2/2012	The school utilized this document throughout 2011-12. The scope and sequence and guide will be continuously improved by faculty and the administrative team.
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Strategy: Data Informed Instruction

Description: Increase the use and effectiveness of Data Informed Instruction at RBCS.

Activity: Data Informed Instruction Professional Development

Description: Develop and conduct professional development of teachers in the use PVAAS, 4Sight, and AIMSWEB as drivers of data driven instruction at RBCS.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 12/30/2011	-
	Finish: 12/30/2011	

Status: Complete

Strategy: Instructional Coaching And Mentoring

Description: CEO and Dean's provide coaching and mentoring of teachers with regard to reading instruction and guided reading.

Activity: Data Informed Instruction Professional Development

Description: Develop and conduct professional development of teachers in the use PVAAS, 4Sight, and AIMSWEB as drivers of data driven instruction at RBCS.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 12/30/2011	-
	Finish: 12/30/2011	

Status: Complete

Activity: Gap Analysis

Description: Produce a "Gap Analysis" document cross-checked by ELS school designer regarding the RBCS curriculum, assessments, and State of Pennsylvania Eligible Content Standards.

Description: Develop and implement a MMS training program that is incorporated into the professional development program.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/15/2011	-
	Finish: 8/15/2011	

Status: In Progress — Overdue

Date Comment

8/2/2012	The school trained faculty on the use of MMS as a reporting tool for student, academic data. For 2012-13, faculty will be trained in using MMS to communicate with school parents and guardians.
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Strategy: Performance Based Compensation

Description: Develop and implement a performance based compensation system at RBCS that rewards teacher instructional practices, personal qualities, and commitment to ELS.

Activity: Best Practices In Performance Based Compensation

Description: Conduct a study of best practices in performance based compensation for teachers.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/31/2012	-
	Finish: 8/31/2012	

Status: In Progress — Overdue

Date Comment

7/31/2012	Will be included in the upcoming, 5 year Strategic Plan
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Activity: Implement Performance Based Compensation System at RBCS

Description: Implement performance based compensation system at RBCS.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/26/2013	-
	Finish: 8/26/2013	

Status: Not Started — Upcoming

Strategy: Teacher Effectiveness Rubric

Description: Develop and implement a teacher effectiveness rubric to measure and track teacher effectiveness.

Activity: Annual Calendar

Description: Develop and implement an annual calendar to administer, track, and analyze all data from standardized assessments tools.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/15/2011	-
	Finish: 8/15/2011	

Status: Complete

Activity: Gap Analysis

Description: Produce a "Gap Analysis" document cross-checked by ELS school designer regarding the RBCS curriculum, assessments, and State of Pennsylvania Eligible Content Standards.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/26/2011	-
	Finish: 8/26/2011	

Status: Complete

Activity: Hire Dean of Curriculum And Instruction

Description: Hire Dean of Curriculum and Instruction to coach and mentor teachers, track, monitor, analyze, and act upon student assessments and other data.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 7/1/2011	-
	Finish: 8/1/2011	

Status: Complete

Activity: Scope and Sequence Document/Guide

Description: Develop and implement a Scope and Sequence Document/Guide indicating specific core content that must be covered, to what degree of understanding, at each grade level which also includes a pacing guide and calendar.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/26/2011	-
	Finish: 8/26/2011	

Status: Complete

Date Comment

8/2/2012	The school utilized this document throughout 2011-12. The scope and sequence and guide will be continuously improved by faculty and the administrative team.
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Strategy: Teacher Pacing Analysis

Description: Implement Monthly Teacher pacing analysis.

Activity: Annual Calendar

Description: Develop and implement an annual calendar to administer, track, and analyze all data from standardized assessments tools.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/15/2011	-
	Finish: 8/15/2011	

Status: Complete

Activity: Gap Analysis

Description: Produce a "Gap Analysis" document cross-checked by ELS school designer regarding the RBCS curriculum, assessments, and State of Pennsylvania Eligible Content Standards.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/26/2011	-
	Finish: 8/26/2011	

Status: Complete

Activity: Hire Dean of Curriculum And Instruction

Description: Hire Dean of Curriculum and Instruction to coach and mentor teachers, track, monitor, analyze, and act upon student assessments and other data.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 7/1/2011	-
	Finish: 8/1/2011	

Status: Complete

Activity: Scope and Sequence Document/Guide

Description: Develop and implement a Scope and Sequence Document/Guide indicating specific core content that must be covered, to what degree of understanding, at each grade level which also includes a pacing guide and calendar.

Person Responsible Timeline for Implementation Resources

Smith, Drew	Start: 8/26/2011	-
	Finish: 8/26/2011	

Status: Complete

Date Comment

8/2/2012	The school utilized this document throughout 2011-12. The scope and sequence and guide will be continuously improved by faculty and the administrative team.
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Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The curriculum model around which the Russell Byers Charter School is designed is Expeditionary Learning Schools (ELS), which is a nationally-recognized school reform model to strengthen school communities and programs. ELS schools focus on creating school partnerships with parents, significant teacher involvement in school governance, and the development of challenging expeditions that integrate all areas of the curriculum across all grade levels. In addition, RBCS uses Harcourt Trophies in all grades 4K through 6 to guide literacy instruction while implementing Reading Workshop/Writing Workshop. RBCS uses the Harcourt-Brace Math series to address the computation and problem solving mathematical needs of our students. The literacy and mathematics programs were chosen because of their close alignment with state and local standards, as well as their richness of content, high expectations, developmentally-appropriate practices and assessments.

PA Standards are at the core of all aspects of curriculum planning and instruction. Teachers use the standards when outlining the expectations for what students at their grade level will master during Learning Expeditions. Grade level teams of teachers thoughtfully and consistently plan Learning Expeditions that address each standard. Teachers develop learning targets that translate the standards addressed through the expedition into student-friendly language, and revisit the learning targets during reflection, critique and assessment. All learning experiences, fieldwork and expert encounters are chosen and structured to address the short and long-term learning targets as dictated by the PA Standards.

As an ELS school RBCS places extensive emphasis on collaboration and cooperation. Students are organized into “crews” (small groups) that bring together students with varying skills and abilities so that each can contribute, develop skills and learn. The model RBCS uses is founded upon the belief that each of us has something to offer, each of us has a job to do, and all have a responsibility to make sure everyone succeeds. Teachers assess students and create groups according to need and developmental stages. RBCS uses whole and small group instruction in reading and mathematics, as well as daily math and literacy centers so students can practice essential skills. Depending upon the need, groups may be heterogeneous or homogeneous. RBCS also uses a variety of supporting educational materials and resources across the curriculum. Teachers strive to identify student individual needs and differentiate instruction so that attention may be given to meeting the developmental and academic needs of each student. Special education teachers work with students in the regular classroom and support teachers in broadening their skills to be more effective with the diverse learners in the classroom. Special education teachers also work with “pull-out” students in a resource room to provide individualized instruction in order to meet IEP goals. Cross-grade teaching (going to another classroom for instruction in that one area) or limited pull-out instruction by a special education teacher may be provided if judged appropriate.

As an inquiry-based curriculum model, each ELS Expedition is an inquiry based study, designed by teachers, incorporating significant use of small-group and independent research, fieldwork, expert presentations, student-generated service projects and presentations of final products. Expeditions provide students with cross-curricular connections while focusing in-depth on a larger single compelling topic. The goal is to plan expeditions that are rich enough to engage each student and that are focused enough so that the learning can be in-depth.

RBCS has a constructivist philosophy about learning. Our belief is that children are constantly creating knowledge based upon their observations and experiences. Therefore, from the beginning of their school experience, students are making things, reading books, writing for a real purpose, and given numerous opportunities to exercise choice within an expedition based upon the questions and schema they bring to that topic.

Students who are performing below standards in literacy and mathematics are supported with additional tutoring during and after school individually or in small group instruction. In addition, students who need additional support and scaffolding, participate in a Saturday School Program

each spring. Students who were identified at the end of the 2009-10 academic year as needing support participated in a five day/week morning Summer Program during the month of July, 2010. The elective Powerful Voices Program, which enhances students abilities to read and write using technology, was developed and operated in collaboration between RBCS and Temple University. In 2010 the Program which is held in July was expanded to include morning and afternoon components. The afternoon component was offered to those students in the Summer Program and included media literacy.

RBCS has a CSAP (Comprehensive Student Assistance Process) to identify students who need additional support. This approach provides an on-going team of support staff who work together with classroom teachers and parents to design strategies to assist students in their academic endeavors. The process provides an opportunity for teachers to discuss needs of specific students who may be exhibiting learning and/or behavioral difficulties that may be impeding their progress in the general education program. CSAP also affords teachers the opportunity to collaborate with other professionals to identify and verify specific learning and behavioral concerns about students. The process focuses on the development of interventions that can be realistically and successfully implemented in the regular education classroom to address and correct academic or behavioral difficulties prior to or in lieu of a student's identification as a student with special needs. Interventions that are developed as part of the CSAP process may be sufficient to support the student successfully in the regular education classroom, or the team may recommend the completion of a multidisciplinary evaluation if the team determines that all regular education resources have been exhausted and found to be unsuccessful. The process includes bringing parents in to learn about what might be interfering with their child's learning and brainstorming ways the school and the home can support the child.

The school's educational design is centered on cooperatively implemented learning expeditions, so RBCS has adopted an inclusion model of special education. As much as possible, students with special needs are included with their peers in the regular classroom setting with the support of itinerant and pull-out services. A staff of highly qualified special education teachers and educational specialist provides services to special needs students.

The school utilizes a number of strategies to accelerate academic skill development and content knowledge. Such strategies include differentiated instruction as well as reading, language arts, and mathematics pull-out support in small groups. Literacy and math skills are assessed numerous time during the year and the results of these assessments are used to group students homogeneously and heterogeneously for instruction and a spiraling curriculum is utilized to reinforce subject matter skills and content knowledge. Following are some of the strategies utilized by the teachers at RBCS to actively engage students in the learning process:

- Authentic learning experiences
- Student choice
- Inquiry-based learning
- Cooperative/collaborative activities
- Kinesthetic hands-on experiences/use of manipulatives
- Whole group meetings
- Active learning protocols such as jigsaw, gallery walks, tea parties and conversation cafe
- Guiding questions for inquiry studies
- Choice time to explore new experiences and different activities
- Peer interaction
- Games, books, songs, chants, and movement to reinforce skills
- Community building through morning meetings and shared school-wide rituals
- Fieldwork in the community
- Shared and guided reading
- Workshop Model

- Reader's Theater
- Literature Circles
- Discussion and debriefing activities
- Peer Critique and Feedback
- Self Critique and Reflection
- Rubrics and Learning Targets
- Instruction that builds on prior knowledge

Rigorous Instructional Program - Attachment

- RBCS 2010-11 Induction & Act 48 Letters

English Language Learners

Presently, the RBCS has five identified students as English Language Learners (ELL). Faculty consults with the child's regular classroom teacher and with the child's family in order to determine the appropriate course of instructional support and delivers regular instruction. ELL students in a small group or one-on-one setting.

Children for whom English is a second language and who are exhibiting difficulties in both their native language and English may be eligible for special education support. Determining if there is a delay in the native language may require the services of a translator and/or interpreter. An interpreter or translator may also be needed for family conferences, and all legal documents may need to be provided to the family in the family's native language.

English Language Learners - Attachments

- 2011-12 LEP Report
- Accuracy Certification Statement

Graduation Requirements

Russell Byers Charter School is a 4K — 6 grade school. This section of the Annual Report does not apply to RBCS.

Special Education

During the 2011-12 school year RBCS had 51 students with IEPs. There are three full-time special education teachers, f and one full-time education coordinator/teacher, on staff. The range of services provided to students with special needs includes special instruction in reading, writing, and math, support in content areas, counseling and behavioral support provided by a part-time psychologist, and speech therapy and occupational therapy provided by outside contractors. The special education coordinator attends all IEP meetings and serves as an ongoing resource to classroom teachers to plan and implement appropriate instruction for each student and to identify strategies to use to accomplish IEP goals. IEPs are developed in accordance with IDEA requirements. IEP teams for each student include at least one parent/guardian, the student (if developmentally appropriate), the regular and special education teachers, the special education coordinator, and the principal or assistant principal as appropriate. Other specialists, including the speech therapist, occupational therapist, and psychologist, serve on the team when appropriate. The special education teachers and special education coordinator are responsible for writing and monitoring the implementation of IEPs, in cooperation with other team

members. The special education coordinator monitors all IEPs, Evaluation Reports, and NOREPs for compliance with state and federal guidelines.

The school contracts with outside agencies, approved private schools (APS), and alternative special education settings (ASES) for those services needed by the students that cannot be provided by the school. For students in need of early intervention services within the regular education program, a team including the classroom teacher(s), school psychologist, special education coordinator, assistant principal, and parent, work together to identify students' needs, and plan and monitor appropriate instructional interventions.

In January, 2011, the state monitoring team conducted a required audit of the RBCS special education program. RBCS has been notified verbally by the state that RBCS passed the audit.

Special Education - Attachments

- RBCS 2010-11 SPED Notification of Rights
- RBCS 2010-11 SPED Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Rebecca Levenberg	1.00	Learning Support/504	RBCS	0	Supervised new teachers/compliance
Rebecca Chase	1.00	Learning Support/Behavior/504	RBCS	8	Includes itinerant, resource, and behavior support/students receiving APS or ASES
Elizabeth McGuire	1.00	Learning Support	RBCS	14	Includes itinerant and resource support.
Bethany Bushner	1.00	Learning Support/504	RBCS	17	Includes itinerant and resource support.
Benjamin Slater	1.0	Learning Support/Behavior Support	RBCS	13	Includes itinerant and resource support.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Delta School	1.00	Full-time emotional support	Delta School	1	Operates as APS

Special Education Program Profile - Chart III

Title	Location	FTE
Psychologist	RBCS	.60

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
C. Sherretta -- Therapy Solutions	Speech/Language Therapist	20 hours/week
G. Yoo -- Therapy Solutions	Occupational Therapist	7 hours/week
J. Rottinger -- Therapy Solutions	Speech/Language Therapist	6 hours/week
S. Brown -- Delta T	Behavior Support Assistant	35 hours/week
R. Pagno -- Delta T	Behavior Support Assistant	35 hours/week
L. Ruis -- Delta T	Behaviour Support Assistant	35 hours/week
B. Fallon	Occupational Therapist	7 hours/week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	No	No	No	No	No	No
DRA	Yes	No	No	No	No	No	No
4Sight	Yes	No	No	No	No	No	No
None	No	No	No	No	No	No	No
None	No	No	No	No	No	No	No

Student Assessment

As shown in the attachment, RBCS overall student performance on the PSSA Math test increased each of the last six years (2006-2011). AYP in math was exceeded in each of the last three years (2009-2011). Additionally, each individual grade (3 - 6) has demonstrated significant and continual improvement in math skills over the last five years with one exception in 2011. Overall, these results provide RBCS confidence that our continual assessment and revision of our math educational program and focus on individual student performance is

successful. Our 2010 Mathematics results, 69.3% of students scoring advanced or proficient, were such that our student achievement goal was to maintain this level of performance for the year. Teacher lesson plans for 2010-11 were aligned with those of 2009-10 in order to maintain our coverage of important eligible content. Faculty conducted gap analysis of 4Sight results in order to maintain the pacing of our lesson coverage in order to keep students on track for continued success in mathematics. 6th grade math skills failed to meet our goal when compared to results in 2010. A comprehensive evaluation is being conducted to determine the changes needed in the 6th grade educational approach to reverse this exception.

As shown in the attachment, RBCS overall student performance on the PSSA Reading test increased five of the last six years (2006-2011) while remaining flat in 2009. Overall PSSA reading scores increased 71% during this period from 38.1% in 2006 to 65.2% in 2011. Our analysis noted that reading scores in grades 3, 4 and 5 increased 181%, 181%, and 206%, respectively, which is an outstanding achievement. However, while we have been successful with improvement in 6th grade (71% increase), it remains an area of focus and priority for improvement. Our Spring 2010 PSSA Reading result (54.3% of students scoring advanced and proficient) did not meet our expectations. The 2010-2011 student achievement plan focused upon improving student reading scores through improving the instructional practice of teachers at every grade level. Because of this emphasis, most faculty professional development for 2010-11 involved either professional training in reading instruction, or critical, internal analysis of standardized measurement results in order to improve our delivery of reading instruction to our students. Our professional development schedule included on site workshops in using the D.R.A., and the Guided Reading method to promote individual student achievement. Faculty also met regularly throughout the year to analyze D.R.A. results in order to adjust lesson plans to reflect the academic strengths and/or needs of our students (sample D.R.A. reading assessment chart attached).

The school also scheduled four opportunities for students in grades 3 through 6 to sit for the 4Sight exam. The purpose of scheduling additional 4Sight testing (4Sight results attached) was for the school to better monitor student progress, specifically in reading, in order to help our students better prepare for the PSSA exams. Faculty in grades 3 through 6 shared student results with one another and with teachers at lower grade levels. By analyzing the gaps in student achievement indicated by the 4Sight results, the school was able to address student reading weaknesses early enough in the year to make corrections to lesson plans. A comprehensive evaluation is being conducted to determine the changes needed in the 6th grade educational approach to increase reading skills in the 6th grade. Additionally, three local assessment tools are used to guide instruction priorities and individual student support during the school year, i.e. DRA (all grades), 4Sight (grades 3 - 6), and Acuity (grades 1 & 2). As an example in the fall of 2010, RBCS hosted a teacher workshop in DRA assessment and administration education teachers how to use the DRA assessment tool even more effectively in diagnosing and rating student reading levels. In addition, the workshop placed emphasis on the ability of elementary students to read non-fiction texts at their grade level. Overall, our 2010-11 results (54.3% to 65.2%) indicate that our approach was very successful.

The results of our efforts this year are that the school's PSSA scores continued to improve. The Spring 2011 PSSA Reading score of 65.2% of our students proficient or advanced, indicated that our efforts to improve reading instruction have paid dividends for our students. Our Mathematics score of 70.5% advanced or proficient indicates that we were able to maintain our high level of delivery on math instruction.

Although our Reading result improved, a team of faculty and administrators are spending this summer preparing a scope and sequence, pacing guide to insure that Pennsylvania Eligible Content Standards are taught in the appropriate sequence during the kindergarten through grade six continuum. The school is also developing a rubric to track teacher effectiveness in delivering

eligible content as prescribed by the new pacing guide. The for 2011-12 will be to demonstrate continued improvement in both reading and mathematics as measure by our PSSA scores.

Attached is a samples of two documents which are used by teachers to assess individual student achievement and needs.

In 2010-11 RBCS in collaboration with the School District of Philadelphia ("SDP") began utilizing the Acuity assessment tool for 1st and 2nd grades. However, the results of the Acuity test have not been returned to RBCS by the SDP as of the date of this report.

Based upon local and state assessment results, RBCS also sponsored an onsite workshop in using Guided Reading in elementary classrooms. RBCS supported this training with the purchase of sets of leveled reading series and individual books. The school will continue to use Guided Reading as an important teaching strategy throughout the school.

All student progress is monitored through the use of monitoring tools, such as the DRA, 4Sight testing, and Acuity, teacher-developed progress reports and report cards, and formal and informal parent-teacher conferences. Students who demonstrate a special need for extra support are provided that support in a variety of ways. The school employs two, full time reading instructors who work with small groups of students who struggle with reading. One of those instructors regularly worked with a sixth grade instructor to plan lessons with specific focus on improving reading performance amongst those students. For illustration below is a chart of their performance:

Student	2009-2010	Category	2010-2011	Category	Difference
1	1219	Basic	1289	Proficient	+70
2	1198	Basic	1269	Basic	+71
3	1240	Basic	1449	Proficient	+209
4	1158	Basic	1423	Proficient	+265
5	1219	Basic	1211	Basic	-8
6	1061	Below	1004	Below	-57
7	1198	Basic	1024	Below	-174
8	1061	Below	1024	Below	-37
9	1061	Below	1230	Basic	+169
10	1119	Below	1081	Below	-38
11	1240	Basic	1310	Proficient	+70
12	1139	Basic	1249	Basic	+110
13	1139	Basic	1310	Proficient	+171

14	1198	Basic	1155	Basic	-43
15	1240	Basic	1310	Proficient	+70

According to Category...

of Students progressed from Below to Basic = 1

of Students progressed from Basic to Proficient = 6

of Students that remained the same = 7

of Students that regressed = 1

Teachers regularly scaffold academic work for all students in order to tailor lessons to their individual needs, especially in cases where a particular student is struggling academically. The school employs teachers who are trained in special instructional methods (ie: Wilson Reading; earobics) who are available to consult with their colleagues, and in some cases, work with students individually to help them with their studies.

Overall, these results provide RBCS confidence that our continual assessment and revision of our reading educational program and focus on individual student performance is successful while recognizing further growth in required, particularly in the 6th grade.

Student Assessment - Attachments

- RBCS 2006-11 Math PSSA Results
- RBCS 2006-11 Reading PSSA Results
- RBCS 2010-11 Individual Student Assessment
- RBCS 4Sight Summary Assessment
- RBCS 2010-11 DRA Assessment Charts Sample

Teacher Evaluation

The Principal, the Dean of Curriculum and Instruction (note: in 2010-11 the position was filled by an Acting Dean), and the Dean of Students and Families conduct formal and informal observations. Each formal observation is followed by a conference during which the lesson is discussed, feedback is provided, and suggestions for improvement, where appropriate, are made. New teachers are observed more frequently than veteran teachers. A written observation report, including commendations and recommendations, is provided after each formal observation. Feedback from informal observations is usually provided through a written note from, or a conversation with, the Principal, and/or the Deans. Teachers are formally observed and evaluated at least two times per school year. In addition, a goal-setting meeting is scheduled in September, with a follow up meeting in January. Coaching and mentoring is provided that is consistent with the professional goal setting and best practices for schools.

The Principal and the Dean of Curriculum and Instruction are responsible for formal, teacher evaluation. Our Special Education Coordinator assists the Principal and Dean in evaluating all special education teachers. The Principal and Dean consult with the Special Education Coordinator about all laws, rules, and regulations regarding IEP goals and reports. The Principal

is in direct contact with the school's lawyers regarding any changes and/or updates to special education law, and laws impacting our students and their families.

Samples of two primary documents used to assess and communicate to teachers performance are attached.

Teacher Evaluation - Attachments

- RBCS 2010-11 Observation Template
- RBCS 2010-11 Workshop Evaluation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In July 2010, the interim CEO/Principal was replaced as CEO/Principal by Drew Smith.

Drew Smith, who possessed exceptional qualifications and experience as a CEO/Principal, was hired as the CEO/Principal on July 1, 2010. Based upon the priorities and needs of the school a new position, Dean of Students, was created for the 2010-11 school year. After a comprehensive search, Kareem Goodwin, who possessed exceptional qualifications and experience for the position, was hired and began employment on July 1, 2010. On July 1, 2011, Shawn Wright was appointed Dean Curriculum and Instructio

Stephen Prichard returned to the Board of Trustees and was named Vice Chair. Laurada Byers remained as Chair of the Board of Trustees.

Board of Trustees

Name of Trustee	Office (if any)
Shelly Simms Reed	Vice Chair
Stephen Prichard	
Kym Shegog-Ramsey	
Laurada Byers	Secretary
Dr. Alison Byers, ex officio	
Jack Adler, ex officio	
W. Russell G. Byers, Jr., ex officio	
Rachel Smith	
Linda Gamble	
Frank Mechura	Chair
Edward Walters	
Allan Williams	Treasurer
Edward Covington	
Diana Gormley	
Shani Ferguson	
Alyson Goodner	

Joan Emmi

Rob Craven, Jr.

Richard Binswanger

Professional Development (Governance)

During 2006-07, the Board hired a strategic planning consultant to assess the operations of the board. The consultant's recommendations included expanding the Board and establishing Board committees, both of which were adopted by the Board. Board membership was increased to 15 trustees. The following standing committees were established; audit, governance, finance and technology, school performance, and development and fundraising. Ad hoc committees are formed as needed.

New board trustees are interviewed according to the Public Officials Act. All trustees are required to sign a Conduct of Behavior Policy and undergo new trustee orientation. All board members are required to attend at least two school functions each year as well as a majority of Board meetings. Board training and new board trustee orientation is conducted regularly. Training and orientation to ELS is conducted every other year for trustees in collaboration with school administrators and faculty.

During 2010-11 1) Lee Yohannan, an entrepreneur, joined the board, 2) Stephen Prichard, who had resigned from the Board to serve as CEO of RBCS for 2009-10, rejoined the board, and 3) Three Board trustees resigned for personal reasons and will be replacing in 2011-12.

The RBCS 2007-12 Strategic Plan included a 2011-12 goal that a succession plan be developed and implemented for the Founder and Board Chair, Laurada Byers. The plan was development and implemented and effective July 1, 2011, Frank Mechura, was named Board Chair and Shelley Reed was named Vice Chair.

Coordination of the Governance and Management of the School

The Board of Trustees includes culturally and economically diverse representatives of all school constituencies including parents, business leaders, community leaders, and educational leaders. Trustees are also selected to provide the Board with a complementary set set of diverse experience and skills including education, finance, technology, development, planning, and other expertise important to the school. The CEO/Principal and Dean of Students serve in an advisory capacity and submits regular reports to the Board. With the exception of the parent representative, who serves a one-year term, Board members serve three-year renewable terms. In addition, a faculty representative, elected by the faculty, serves a one-year term in an *ex-officio*, non-voting capacity.

The Board sets policy for the school and collaborates with the CEO/Principal, who is responsible for the day-to-day operation of the school, to develop and use analytical tools that help to regularly measure the academic and non-academic performance of the school. At each Board meeting the CEO/Principal presents a quantitative and qualitative report of the school, including student progress and school programs. Additionally, the Board has established numerous standing committees (School Performance, Finance & Technology, Development, Audit, etc.) and ad hoc committees to support the needs of the school. Membership on committees is not restricted to Trustees, but may also include parents, teachers, administrators, functional experts, and community supporters.

The Board meets at least eight times each year to address both long-term and immediate issues affecting the school. Board meetings are advertised in accordance with the law and all stakeholders are encouraged to attend Board meetings. Board meetings are tape-recorded and minutes of previous meetings are reviewed and approved at each meeting.

The CEO/Principal and the Board Chair meet each week to discuss matters of importance to the operation of the school. The Board Chair and the CEO/Principal attend Home and School Association meetings at which time they share information about Board and school issues. At these meetings, parents are encouraged to share their thoughts and concerns about the school and the decisions of the Board.

The CEO/Principal and/or assigned school representatives attends all called meetings of the School District of Philadelphia (SDP) for charter schools and other meetings of relevance to the school. Representatives of RBCS are in regular contact with various offices of the SDP to assist RBCS in addressing various issues that arise during the course of the year. All required reports have been submitted accurately and on a timely basis.

Coordination of the Governance and Management of the School - Attachment

- 2012-13 Board Dates

Community and Parent Engagement

Parents are encouraged to participate in all aspects of school life, including governance. A parent serves a one-year term as a voting member of the Board of Trustees.

The Home and School Association is involved in soliciting parent input on major decisions, which is then carefully considered by the Board in its decision-making process. The HSA also holds fundraising activities to be used for targeted needs of the school. Fundraising efforts from previous years resulted in the purchase of a portable stage and digital cameras, playground improvement, as well as donations to the 6th grade graduating classes.

Parents and community members are encouraged to attend Board meetings and to submit items for the agenda. They have the opportunity to address the Board during the public comment section of each public meeting. Parents and community members are also included on various school committees, including the Strategic Planning Committee and the CEO/Principal Selection Committee. Focus groups comprised of staff, administrators, board members and parents are also held when needed to obtain parent and community input.

Each family is requested to donate 30 hours of volunteer service to the school. This opportunity may be met in a wide variety of ways including preparing classroom materials at home, accompanying a class on ELOB fieldwork, serving on school committees, contacting community resources, and working with the Home and School Association. Parent volunteers sometimes assist teachers on field trips. Currently, several community members visit classrooms on a weekly basis to share their expertise with students and teachers. Each class also has parent representatives that assist the classroom teacher with the coordination and organization of the class and grade-level events. Parents serving as class representatives have automatic membership in the Home and School Association and are given full credit for 30 hours of volunteer service.

Workshops for parents are held on a monthly basis. Different staff members and support staff are facilitators and presenters as well as experts from universities in our area. Topics range from how

to support your child with math homework to parenting in the digital age and other timely issues. Our child psychologist helps to organize speakers and disseminate literature prior to the workshops.

Parents were instrumental in establishing and leading a parent resource network through the Center City Parenting Center. The network trains parents to provide parenting workshops on a range of topics, including nutrition, homework help, and other topics designed to improve the quality of life of families. Parents who have attended this training have served as guides when community members and prospective families visit the school.

Various activities are held throughout the school year to showcase the work of students. Parents and community members are invited to attend these displays, performances, and demonstrations. This past year a survey was conducted to measure parent satisfaction. Data from this survey will be compiled and analyzed and used to set goals for improving the school.

Twice a year, there are school-wide Celebrations of Learning that include both evening programs and programs during the school day. Parents and community members are invited into the school to enjoy student performances, displays of student work, student presentations of the work on their expeditions, and other demonstrations of student learning. The Celebration of Learning includes the entire school community — students, teachers, parents, and Board members.

Our community partners provide enormous support to the school. These partnerships include but are not limited to the Rock School of Dance, Dancing Classrooms Philly, the Academy of Natural Sciences, Big Brothers/Big Sisters, the Penn Towne Chapter of the Links, Inc., The Enchantment Theater, the University of Pennsylvania, and Temple University's Media Lab, and the Main Line Mandarin Cultural Center. We encourage partnerships with community organizations and cultural institutions by finding authentic connections to our curricular program.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The Byerschool Foundation, a 501(c) (3) organization, has as its primary responsibility raising funds for the annual operations, facilities, special programs, and long-term stability of the school. The Foundation has financially supported investments in the School's priorities/mission/unique design in the following ways:

§ General Funding of Expeditionary Learning: The Byerschool Foundation raises money through the Pennsylvania Education Improvement Tax Credit Program as an Educational Improvement Organization to support the Expeditionary Learning curriculum at RBCS. These funds help pay for the expensive curriculum. The Foundation additionally raises private funds to support related professional development.

§ Capital Funding: The Byerschool Foundation has supported the renovation and construction of the following projects:

A. Professional Resource Center — A Professional Resource Center that provides teachers with a quiet space and professional materials to enhance their Expeditionary Learning curriculum. The center is fully equipped with computers, workspace, and a circulation system including over 3,500 books as well as the online database, Access Pennsylvania, which gives teachers access to collections across the state.

B. Mulberry Street Learning Center — The demolition and renovation of the lower level of the building provided the following: 1) Secured parking for faculty and staff; 2) Renovated open

space for dance classes, school performances, after-school activities, and faculty meetings; 3) Dance studio; and 4) Tech-Connections Lab .

C. Technology — Through a three-year grant, the Foundation provided funding to: 1) Install password-protected networks for faculty and staff; 2) Purchase and lease over 80 laptops and desktops for staff and student use; 3) Upgrade school servers and software; and 4) Provide scanners, screens, e-mails, and improve the overall user experience. The Foundation also funded the construction and outfitting of a student computer lab.

D. Classroom Construction — The Foundation supported the construction of six new classrooms by building out the third floor. Individual funders made it possible to install everything from the ceiling to a state-of-the-art science lab.

E. Redesigning the Website — The Foundation funded the total revamping of the RBCS' website to make it more accessible for staff, students, families and community members.

§ Programmatic Support: The Byerschool Foundation has provided funding for the following school programs:

A. Science Program — The salary of the Science Coordinator, who has developed a comprehensive science curriculum based on cognitive developmental models. Additionally, the Foundation provided funds to create the science lab where students can reinforce classroom content through hands-on experiments.

B. Psychology Program — The Foundation contributed to the salary of the school certified psychologist.

C. Library Program — The Foundation secured a \$40,000 grant to purchase books to outfit our library. To date, we have 3,500 books for teacher and student use.

D. Cultural Enrichment on Saturdays — The Foundation secured funding to develop a Saturday program at RBCS for cultural enrichment. Through partnerships with the Arden Theater and Walnut Theater, the Saturday program exposes students to drama and public speaking, as well as cultural events at the theaters with their families.

E. Technology Instruction — After investing in the technological infrastructure, the Foundation funded the hiring of a technology instructor to integrate advanced technology and media literacy into the classroom. The technology instructor provides critical professional development to teachers as well as media literacy instruction for students.

F. ABC Leadership Program — Through a three-year grant, the Foundation helped launch the ABC Leadership Program (Adventure, Bound for College, and Competition). The program aims to use recreation as a positive force, promoting students' physical, mental and social health. The components of ABC include: 1) Adventure: The Low Ropes Challenge course builds self-confidence, leadership, and trust; the Philadelphia Outward Bound Camp offers physical activities such as canoeing and hiking. 2) Bound for College: Local college visits, college trips to Washington, DC, and Career Day expand horizons for urban youth, encouraging students to aspire to lofty goals. 3) Competition: Chess team, ballroom dancing, and debate offer opportunities to learn lifelong hobbies and engage in healthy competition and good sportsmanship.

§ Other Foundation support included:

A. Byerschool Foundation Scholarship Program — The Byerschool Foundation raises funds to support RBCS alumni who have continued on to leading private and parochial schools.

B. Powerful Voices for Kids — Through a university-school joint venture, the Byerschool Foundation teamed up with the Temple University's Media Education Lab to develop Powerful Voices for Kids that explores the development of children's literacy in the 21st century. The program supported a summer enrichment program working on media literacy in grades 1 through 6.

C. Capacity Building — The Foundation secured funding to complete a thorough capacity building review of the fundraising program. The review resulted in the Foundation's fundraising program being more strategic and sustainable for future success.

Fiscal Solvency Policies

As a result of prudent financial management RBCS enjoys a strong financial position. This is evidenced by ample liquidity levels, and a prudent financial reserve.

The Board has retained the services of Santilli and Thomson LLC to act as the school's controller and financial advisor. Santilli and Thomson LLC employs a staff of qualified professionals possessing wide experience in school/municipal finance. They are responsible for accounting, budgeting, cash management, payroll, employee benefits administration, grants financial management, procurement and financial reporting.

Santilli and Thomson LLC adheres to the financial and procurement policies and procedures adopted by the Board. Segregation of duties is effected to ensure that there is adequate internal control over the school's assets. Financial reports are provided to the Board on a monthly basis. These reports include a balance sheet, a budget-versus-actual account of expenditures and revenue, and a treasury operations report.

The School's Enrollment Director is responsible for school-based funds including student activities funds. This responsibility is managed under the supervision of the school CEO/Principal and controller in accordance with procedures adopted by the Board of Trustees.

RBCS has consistently received an unqualified opinion on its financial statements. An unqualified opinion indicates that no negative audit findings exist and that financial statements present fairly, in all material aspects, the financial position of the school. The firm of Zelenkofske Axelrod LLC currently audits the school. The Board's Audit committee reviews the annual audit and presents it to the full Board annually.

The School also uses SAGE MIP for the accounting software (July 1, 2011 through June 30th, 2012) 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 fund codes so Profit & Loss statements by Grant can be produced at any time. All accounting transactions are driven by paper form initially and converted to electronic format, 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 Finance Committee 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 March 1st 2011, Russell Byers 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. Previously the school used QuickBooks.

Accounting System

The Board has retained the services of Santilli and Thomson LLC to act as the school's controller and financial advisor. Santilli and Thomson LLC employs a staff of qualified professionals possessing wide experience in school/municipal finance. They are responsible for accounting, budgeting, cash management, payroll, employee benefits administration, grants financial management, procurement and financial reporting.

The School utilizes an automated financial accounting system and maintains accounting records in accordance with state chart of accounts and Generally Accepted Accounting Principles (GAAP) for governmental-type entities. A modified accrual basis of accounting is employed and purchases are tracked with purchase orders and an encumbrance system.

Santilli and Thomson LLC adheres to the financial and procurement policies and procedures adopted by the Board. Segregation of duties is effected to ensure that there is adequate internal control over the school's assets. Financial reports are provided to the Board on a monthly basis. These reports include a balance sheet, a budget-versus-actual account of expenditures and revenue, and a treasury operations report.

The Charter School used SAGE MIP (July 1st, 2011 through June 30th, 2012) 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 fund 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 March 1st 2011, Russell Byers 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. Previously the school used QuickBooks.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures & Fund Balances

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

Attached is the 2010-11 audit in which the school received an unqualified opinion. The school has engaged the firm, Zelenkofske Axelrod for the 2011-12 audit. The firm is located in Jamison, PA, with offices in Harrisburg and has extensive knowledge of government and charter schools. The audit will be completed in the fall of 2012 and submitted to the authorizer at that time.

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

- RBCS Audited Financials 11-12

Citations and follow-up actions for any State Audit Report

This section is not applicable.

SECTION VII. FACILITY RESPONSIBILITIES

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

Russell Byers Charter School leases a facility at 1911 Arch St. At times of capital purchases the School evaluates each transaction to decide whether to buy outright or to enter a capital lease based on the budget and cash flows.

Future Facility Plans and Other Capital Needs

The Charter School leases the the building it resides in from the Byerschool Foundation and this is a long term lease. Eventually the school would like to add additional space through renovations to the existing site.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

RBCS complied with all health and safety requirements. The City of Philadelphia Department of Licenses and Inspection has issued a Certificate of Occupancy for the school building. Fire drills and other safety drills are conducted regularly throughout the year. Staff training regarding how to respond to emergency situations is a part of the school's comprehensive Emergency Management Plan which addresses various types of emergencies including inclement weather, community emergencies (e.g., gas leak, chemical spill, etc.), national/state emergency (e.g., September 11th), bomb threat, fire/explosion, and an intruder in the building. This plan was developed to familiarize staff and students with different situations that may occur and to provide guidelines for responding to a crisis situation. The major objectives of the plan are to save lives, give aid to victims, and protect property. As part of the Emergency Management Plan, building evacuation routes were designed to provide a quick and effective evacuation of the school during fire drills.

All exterior doors are kept locked during the school day and visitors are received through the front door only. A buzzer system for the front door enables the receptionist, who has a clear and unobstructed view of the entrance-way, to easily control entry to the building. Walkie-talkies are used for communication purposes as necessary. A full time security officer is employed to patrol the building and offer increased surveillance. RBCS also has video cameras that record images from various locations within the building.

RBCS has a full-time school nurse which is contracted with Bayada Nursing. Bayada Nursing also provides a certified school nurse who makes regular visits to RBCS and ensures compliance with all health reporting to the state.

Student health records are reviewed and kept up-to-date. Written guidelines for administering medication to students is published in the Student/Parent Handbook. Emergency contact information is maintained for all students.

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

- 2010-11 SHARRS Report
- 2011-12 Wellness Policy

Current School Insurance Coverage Policies and Programs

For medical Insurance the school offers the following plans in accordance with Act 22 to employees:

- Personal Choice,
- Keystone Health Plan,
- United Concordia Dental Plan
- Wage Continuation
- Life Insurance

Please see attached certificate for other liability insurances:

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

Current School Insurance Coverage Policies and Programs - Attachment

- Certificate of Liability Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There were 35 professional staff members at RBCS in 2011-12. Of the 29 professional staff members, 25 returned from the 2010-11 school year. Three (2) professional staff members did not return to RBCS in 2011-12 who were employed in 2010-11, all of which were not offered employment contracts for the following year. Each of those positions were filled. Additionally, a Dean of Curriculum and Instruction was hired for the 2011-12 school year. While RBCS strives to keep all high performing staff members, it feels that this level of turnover of high performing staff is very good and does not require any remedial action at this time.

Quality of Teaching and Other Staff - Attachments

- RBCS Support Staff 2011-12
- RBCS PDE 414 2011-12

Student Enrollment

RBCS follows the application procedure outlined in the charter agreement which comply with all state laws and regulations. Parents or guardians must fill out a student application and supply the following documentation to be eligible for the lottery process: 1) Birth certificate or other official documentation proving birth date, 2) Student Social Security card, and 3) Family "proof of residency" in Philadelphia County.

A public lottery, which receives wide notice in our school brochure, website and printed enrollment materials, is conducted by the school in early December. All names are put into grade-level batches and all names are drawn. The order in which the names are drawn creates the list for enrollment and the wait-list. In accordance with the charter, siblings of enrolled students and children of staff members are given preference before the names drawn. All families who submit a completed application form for the lottery is informed of the results. Students whose names are drawn to fill the grade openings are mailed registration materials. The Enrollment Director also contacts the family by phone and/or e-mail and deadlines are established with the family for completion of the enrollment process. The following documentation is required for enrollment:

- Charter School Student Enrollment Notification form
- Immunization and medical forms as required by law
- Permission for Fieldwork form

- Emergency Contact form
- Photo and Video Authorization or Denial form
- Signed and dated Family Acknowledgement of the Handbook
- Home Language Survey
- Parental Registration Statement
- Student Transportation Plan form

During the lottery process, students are randomly provided a ranked place on a waiting list for enrollment. Upon admissions to RBCS the Enrollment Director notifies families that have been admitted into the school. If there is no response from the family within the established deadline, the Enrollment Director contacts the family of the next student on the waiting list. When openings occur, waitlisted families are notified, in accordance with their “ranking,” and are given the opportunity to accept the space. In accordance with the charter, siblings of enrolled students and children of staff members are given preference over other names on the wait-list. The wait-list, which is formed by the lottery, is valid for only that academic year. New students wishing to enroll must submit a new application each year.

RBCS has an open enrollment policy for students throughout Philadelphia. Through a variety of advertising and recruitment initiatives, RBCS ensures that a diverse student population is enrolled into the public lottery system. With a diverse student population within the lottery, RBCS ensures that the student population that attends RBCS is diverse.

Once a student withdraws or transfers from RBCS, a withdrawal form is submitted to the Enrollment Director and the student is removed from the roster as well as deleted from the School District Computer. Records are forwarded to the new school upon request by the parents or the new school.

The Board may permanently expel from the rolls any student whose misconduct or disobedience is such as to warrant this sanction. No student is expelled without the opportunity for a formal hearing before the Board or before a duly authorized committee of the Board. Such hearings are normally closed to the public, but should the parent request, the meeting is held in public. Parents are given appropriate written notice of such hearings and are represented by counsel if they desire.

ENROLLMENT HISTORY 2010-11

Grade	Number of Students Initially Enrolled	Number of Students Dropped	Number of Students Added	Number of Students Who Completed 2010-11 Who Are Enrolled to Return in August
4K	42	1	1	40
5K	50	0	1	47
1	75	3	3	73
2	75	0	0	75
3	50	2	1	49

4	50	0	0	34
5	50	0	0	47
6	65	1	0	Graduated 49

Of the 442 students who completed the 2011-12 school year, 49 graduated RBCS, 29 are not returning, and 365 are currently enrolled to return in 2012-13. The RBCS retention rate for this school year is 94%.

Of the 29 students not returning next year, 19 were accepted in magnet schools/private schools, 5 moved outside of Philadelphia County, and 5 will be attending neighborhood schools.

For the 2011-12 school year, 7 students were retained.

Analysis of student turnover disclose that the primary reason for student turnover is acceptance at elite magnet, private and parochial schools, which is encouraged by RBCS. Analysis of student retention disclose a historical retention rate of less than 2% which does not create concern, particularly considering the positive feedback RBCS has received regarding student performance from schools the our students attend after leaving RBCS.

While RBCS is authorized for 485 students in its current Charter Agreement, it has limited its enrollment to approximately 442 students due to space limitations (fully utilized) at its facilities at 1901 Arch Street, Philadelphia.

Student Enrollment - Attachment

- Admission and Enrollment Policy

Transportation

RBCS students in grades 1-6 are provided bus transportation by the School District of Philadelphia. Students in 4K and 5K are required to arrive and depart RBCS under the supervision of a parent or authorized adult.

RBCS does not provide transportation for special education students, as it is not needed nor has it been requested.

Food Service Program

RBCS participates in the Nutritional Development Services program managed by the Archdiocese of Philadelphia which offers free and reduced price meals. All students at RBCS receive a free breakfast. There is no lunch program. Students bring their own lunch.

Student Conduct

Expectations for Student under the Code of Conduct: RBCS' goal is for all students to excel in the learning process. Feeling safe in the school environment contributes to this goal. We have established a Code of Conduct to set clear expectations for positive behaviors, attitudes and interactions that will support students in taking responsibility for their learning and achieving success. Teachers will reinforce these behaviors by explicitly teaching them in the classroom and monitoring them throughout the school day. The Code of Conduct learning targets for students are:

- I am respectful to all adults and students. This means I communicate with others by using positive body language and facial expressions, and an appropriate tone of voice.
- I behave in a peaceful manner. This means that I keep my body in my own space and I do not use mean or threatening words or gestures.
- I take responsibility for my own learning. This means I am on time and well prepared for school each day. This also means that I make choices that help me learn and do my best work including carefully completing all classroom and homework assignments on time.
- I make choices that help my crew and the school community. This means that I follow all directions and procedures to make learning fun and safe.
- I am careful to “leave no trace” or “make it better”. This means that I help take care of our school building, my classroom, school property and materials so that everything is clean and well maintained.

Application of the Code of Conduct: The Student Code of Conduct applies to all situations that occur in a school setting and/or where school employees have jurisdiction over the students, including, but not limited to, while the students are in the school, on their way to or from the school, on school buses including buses owned and operated by school districts in Pennsylvania, on the school premises, on a field trip, on the way to and from field trips, in our After School Care program and on the way to and from any After School Care program, at any extra-curricular activity or at any school sponsored event and on the way to or from any extra-curricular activity or at any school sponsored event.

A “school setting” shall mean in the school, on school grounds, on school property, at any school testing sites or other sites used by the school, on the school’s server or school’s electronic, web-based, Internet or on-line programs, in school vehicles, at designated bus stops or at any activity sponsored, supervised or sanctioned by the school and any time spent necessarily traveling to and from these locations. Additionally, any student whose out of school conduct materially and substantially interferes with the educational process in the school is also subject to this policy to the extent allowed by applicable laws and regulations.

The Peace Policy: A school must be a safe and peaceful environment so that students can thrive and learn. While conflicts in the classroom and on the playground may arise, resolving these peacefully is our highest priority. Violence in any form is not tolerated within the Russell Byers School Community, and students are educated about how to use nonviolent means to express their concerns, get appropriate help and resolve disputes.

RBCS expects all students to act respectfully towards teachers, assistants, staff, visitors and other students, in accordance with our Peace Policy. The Code of Conduct and Peace Policy applies to school grounds, buildings, and premises during the following times when the student is present: before, during, and after school hours; anytime school buildings or grounds are used by a school group; on or off school grounds at any school function or event; when traveling to and from school, or school function or event; at bus stops; or at any time or place which may affect an educational function or be associated with the school. Students who demonstrate they cannot comply with our Peace Policy will be disciplined in accordance with the Code of Conduct. The school depends upon family support in promoting and maintaining our Peace Policy and the Code of Conduct.

School Disciplinary Approach: The Code of Conduct is 1) designed to provide students with specific, clear, and consistent expectations regarding the behaviors that they are expected to engage in during all school classes and sponsored activities and events and 2) intended to assist

students in making appropriate choices that support their learning. RBCS' goal is to create a team effort between the home and school to ensure each child's success. We depend upon parents and guardians to notify the school if there is a social, emotional, or academic concern that may impact the child's behavior at school. We strive for a proactive and consistent approach towards student conduct in order to promote a respectful and healthy learning environment that engages all partners (parent(s)/guardian(s), staff, community, Board) in a collaborative effort. This approach includes:

- Faculty maintaining professionalism when addressing student behavior by communicating expectations and consequences clearly and respectfully.
- Parents having the right to request a meeting with administration to discuss any student behavioral concerns.

Disciplinary measures will be assigned by the classroom/cultural arts teachers, Discipline Committee, Dean of Students, CEO, and/or the Board in accordance with the Code of Conduct. Parent(s)/guardian(s) will be notified of disciplinary actions in accordance with the Code of Conduct.

Regular attendance is expected of all students. It is impossible to completely make up everything that is missed. A typical school day is filled with learning that is not limited to books, i.e. group projects, discussions, and lab work. Paper work can be made up, but the valuable learning opportunities cannot. Excellent attendance and punctuality are essential for reaching higher standards of achievement and progress. Punctuality and attendance are important skills for employment later in life. RBCS is building the future when we develop these skills in children. Responsibility for student attendance and punctuality lies primarily with students' parents/guardians. Absenteeism and tardiness by students is disruptive in the classroom, inconsistent with RBCS expectations of students and parents/guardians, and most importantly, hinders the learning opportunity for your child and the other children in the classroom and increases students' risks for academic difficulty or failure. Details of discipline procedures and due process including absenteeism and tardiness are attached.

All discipline policies, procedures, and due process meet the requirements of 22 Pa Code, Chapter 12.

43 students were involved in 54 suspension incidents in 2011-12. One student was expelled for the 2011-12 school year.

Student Conduct - Attachments

- RBCS 2011-12 Attendance and Tardiness Policy and Procedure
- RBCS 2011-12 Discipline Policies and Procedures
- 2011-12 Safe Schools Report

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

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

Board President

Date

Chief Executive Officer
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Russell Byers 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: William D. Smith **Title:** CEO/Principal
Phone: 215-972-1700 **Fax:** 215-972-1701
E-mail: dsmith@byersschool.org

Signature of the Chief Executive Officer and Date

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

Name: Frank Mechura **Title:** Chair
Phone: 610-527-5782 **Fax:** 215-972-1701
E-mail: fmechura@byersschool.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Rebecca Chase **Title:** Special Education Coordinator
Phone: 215-972-1700 **Fax:** 215-972-1701
E-mail: rchase@byersschool.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Pages