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# Pennsylvania Department of Education

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

**Charter Annual Report**  
Tuesday, May 07, 2013  
(Last Accepted: Monday, November 21, 2011)

**Entity:** West Phila. Achievement CES  
**Address:** 6701 Callowhill Street  
Philadelphia, PA 19151

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** West Phila. Achievement CES

**Date of Local Chartering School Board/PDE Approval:** August 2001

**Length of Charter:** 5 years    **Opening Date:** August 2002

**Grade Level:** K-5    **Hours of Operation:** 8:00 am to 4:00 pm

**Percentage of Certified Staff:** 95    **Total Instructional Staff:** 35

**Student/Teacher Ratio:** 24:1    **Student Waiting List:** 100

**Attendance Rate/Percentage:** 90

**Second Site Address, Phone Number and Site Director:**

WPACES relocated to our new facility at 6701 Callowhill Street in West Philadelphia in January 3, 2012.

## Summary Data Part II

Enrollment: 484 Per Pupil Subsidy: \$ 8,773.03 Reg. Ed. \$ 19,422.86 Sp.ED.

### Student Profile

|                                 |      |
|---------------------------------|------|
| American Indian/Alaskan Native: | 0%   |
| Asian/Pacific Islander:         | 1%   |
| Black (Non-Hispanic):           | 98 % |
| Hispanic:                       | 1%   |
| White (Non-Hispanic):           | 0    |
| Multicultural:                  | 0    |

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
90 %

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 38 students

### Instructional Days and Hours

| Number of:          | K (AM) | K (PM) | K (F.Time) | Elem. | Middle. | Sec. | Total |
|---------------------|--------|--------|------------|-------|---------|------|-------|
| Instructional Days  | 0      | 0      | 185        | 185   | 0       | 0    | 0     |
| Instructional Hours | 0      | 0      | 1387       | 1387  | 0       | 0    | 0     |

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The West Philadelphia Achievement Charter Elementary School (WPACES) serves students from Kindergarten through fifth grade. WPACES is located in the West Philadelphia Empowerment Zone (EZ), and serves many young people who reside in the EZ, as well as many youngsters who reside in nearby public housing developments such as Haddington Homes. It is a community of high poverty, but also one where there is hope. Many community organizations have endorsed our arts and technology mission and work with us on various community endeavors. We aim to provide a first class high quality educational system for developing our urban learners academically, socially, physically, and emotionally. The school recently purchased our own building at 6701 Callowhill Street, Philadelphia PA 19151. Although this move was a significant disruption to our instruction program, it was unavoidable and very necessary. Our former facility was old and deteriorating and not designed for a school. This campus much like the old location is deeply connected to the West Philadelphia community and remains a valuable resource to the families we serve. There has traditionally been overcrowding in the public district schools within the vicinity of WPACES as well as throughout the city. Our school helps relieve these overcrowding issues and provides other choices for parents. WPACES maintains approximately twenty five students per class and teaching assistants are utilized at each grade level to further decrease the student/adult ratio.

WPACES has adopted the RTII Model for increasing student achievement. RTII (Response To Intervention and Instruction) centers on specific strands and skills on a daily basis. After our first year of fully implementation of RTII, WPACES increased its math performance on the PSSA by

10% and overall reading performance by 17.2%. Additionally, professional development has been clearly defined based on the needs of the students and staff. It is job embedded and on-going. Coaches work with teachers weekly to enhance best practices within the classrooms. We also make intensive use of Differentiated instruction, direct reading instruction and cooperative learning techniques. Much of our training is focused around these areas as well. This staff training is held weekly.

Students who scored at basic or below basic have been identified and are provided with intensive intervention in reading and/or math through RTII, after school tutoring, and summer academic instruction to address the areas of deficiency. Student demographic information includes primarily students within the West Philadelphia and surrounding area.

WPACES has an extended school year that includes 185 days for students and 197 days for teachers. Students are required to be in school by 8:00 a.m. and are dismissed at 4:00 p.m.. The students at WPACES are required to come to school each day in full uniform. During the school day, they are exposed to the Arts and Technology which is integrated into the core curriculum. There are also small class sizes and a low teacher/student ratio to build an environment that is conducive to learning and provide ample opportunity for teachers to address students who need extra support and/or enrichment for students above level. Additionally, having the partnership with the Experience Corp through Temple University helps the students not only with academics but also with self-esteem and character development. This program provides paraprofessionals on a daily basis to tutor the students and support the teacher with one-on-one or small group instruction. This year we will also partner with the New Kingdom Baptist church for afterschool programs.

## **Mission**

The School's Mission Statement is that "All Children Can Learn". At WPACES we are dedicated to stimulating excitement about learning in a technology & arts infused safe and respectful environment. We are committed to using the arts and technology to produce educated youth who are prepared to take on the new and more global challenges of our society. We are also committed to helping children find their area of intelligence and use it to maximize their learning. It is also our mission to foster true partnerships with parents and the community.

When students leave this school they will have a firm foundation in the skills necessary to be successful in the middle school curriculums. Students will have the background in the arts and technology to formulate creative, expressive designs, interpretations and appreciation for other's work as well as their own imagination and work. Students will also have a strong sense of accomplishment as they experience success, learning opportunities, celebration of what they can do, the ability to take risks as a learner and have the ability to develop trusting relationships with peers and other adults. Students at WPACES are trained to be critical thinkers and strive to always be productive members of a community of learners inviting dialogue, exchange and collaboration.

A philosophical tenet is that the community must be apart of the school. Our school has an ongoing commitment to intergenerational programming through a partnership with paraprofessionals at Temple University. They play a key role in the daily academic enrichment activities of the school.

## Vision

**Vision:** WPACES strive to mold young adults who value education, community and good character. The following Nine Tenants are essential to ensuring that the students of WPACES understand the underlying beliefs that frame the values we promote and believe are needed to succeed throughout life:

- Learners learn what matters to them.
- Learners construct meaning for themselves.
- The Arts are critical to the process of making meaning.
- Learners thrive in a safe & supportive environment.
- Learners use both content knowledge and skills as tools to learn more.
- Learners use the world as their laboratory.
- Learners explore their learning over multiple grants.
- Learners learn in collaboration with others.
- Learners never stop learning.

## Shared Values

The West Philadelphia Achievement Charter Elementary School founder believes that every student who attends WPACES has the ability to attain success through exposure to multiple teaching strategies and opportunities to practice and master concepts that are relevant and meaningful to the students. We believe in the power of the Arts and technology to stimulate excitement about learning and to provide students with different ways of learning. Universal lessons are integrated in learner-centered classrooms. Administration holds high expectations for all children academically and socially; active student participation and engagement; thematically integrated instruction across disciplines; early intervention and parent participation in the classroom and at home are the basis for the program.

## Academic Standards

All curriculums used at WPACES are based on the Pennsylvania Content Standards and aligned to the standards set by the State and National Standards. We are also aligned with the standards set by No Child Left Behind. In addition teachers participate in ongoing professional development to enhance the implementation of the State and National Standards in each subject area i. e. Mathematics, English/Language Arts, Social Studies, Science, Technology, Creative and Performing Arts and Language . The academic standards provide guidance and encourage projects and cross-curricular units. Students maintain data, work folders and portfolios to view and measure their successful achievements over time. The student's level of proficiency is measured through the use of in-house rubrics, standardize testing, and school benchmarks by 4Sight. Also, WPACES uses skills-based report cards to provide parents and staff with a more focused assessment of the student's skill level. As our state moves towards adopting the PA core standard, so will WPACES.

## Strengths and Challenges

### Reading

The strengths students demonstrate at WPACES are in comprehension in fiction texts and decoding skills. Challenges are in comprehending non-fiction texts and prior knowledge deficits that inhibit achievement and are the cause of many of our students reading below grade level. Our student also demonstrate challenges with open-ended questions. We are addressing these challenges through providing students with multiple learning opportunities before and after school as well as individual tutoring. We have implemented a rigorous writing program and a tiered method for quick identification and treating student deficits. This model is referred to as RTII (Response To Intervention and Instruction).

Additionally, we offer rigorous professional development for teachers in literacy and math block and research-based best practices and we have enhanced our assessment and monitoring systems to monitor growth throughout the year. Our use of 4Sight benchmark system assisted us in identifying specific needs in each grade and allowed us to concentrate our efforts in an effective manner. Our intensive professional development program allows teachers to learn and work together planning, reflecting and using the assessment data to inform instruction on a regular basis. There are weekly data meeting and weekly teacher professional development sessions tailored to the needs of each teacher. Also, struggling teacher are partnered with a seasoned teacher for on the job coaching and mentoring.

Our curriculum materials are also a strength in our program. We use various leveled texts to support individualized instruction, a research-based reading series (Trophies), and a seventy-minute literacy block, with specific times allotted for shared, guided reading and writing workshop. We also use a variety of intervention programs such as V-Math and Voyager to support struggling students. The literacy block is protected from interruptions and movement such as pull outs. Each class has a classroom library and students use our school library regularly.

To monitor instruction, school leadership has provided a lesson plan template that requires detailed descriptions of all activities including small group/individual instruction and assessment strategies. We used a walk-through protocol as well as informal and formal observations to provide the teacher (and leadership) with information about strengths and weaknesses in each grade. This information was used in designing the next week's grade group conversations and PD sessions. Each new teacher was also provided with a personal learning coach to enhance the productivity as he or she learned the programs and implemented them for the first time.

### **Mathematics**

In mathematics the areas of strength are data analysis and algebra. The areas of concern are numbers and operations and geometry. We are addressing these areas of concern through the adoption of the 4 Sight benchmark system to enable teachers and leadership track achievement and provide interventions to struggling learners in a more effective manner. In addition, extra time is allotted for small group instruction, individualization, and differentiation. We use research based interventions during this added time slot. We have also increased professional development, after school sessions both in math grade group meetings and weekly in-class modeling and coaching.

In mathematics the strengths of our program are the use of a research-based core math program, Everyday Mathematics, and a carefully designed data -driven instructional decision process. Each grade meets weekly with a math coordinator/coach to examine student work, including unit assessments, and to design strategies to address strength and weaknesses through differentiation. We also employ a consultant company who provide in-class coaching including demonstrations, co- teaching and explicit feedback to teachers on a regular basis.

In literacy and mathematics we need to improve our teacher's ability to interpret data, from both formative and summative assessments and to use it to design instructional programs for both individual students and groups. Therefore, we have hired a data consultant that meets with math and reading coaches to help them interpret data and thereby able to meet with teachers during our data meeting and do the same.

School leadership monitors all of the above while ensuring the use of technology in daily lessons to provide students with more skill related reinforcement and practice. The leadership also acknowledged that our mid year move significantly and negatively impacted student achievement and academic growth. Despite best efforts, this interruption in instruction and settling in period prove to have been a weakness for our students.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

The Strategic Planning Process at West Philadelphia Achievement Charter Elementary School involves all school staff in the development of the Strategic Plan. Input from parents, students, teachers, administrators, Board members and any other stakeholders are solicited to ensure that all stakeholder voices are heard.

The Strategic Plan is based on the analysis of PSSA, and in-house data that reflects student achievement, student classroom participation, teacher observation and other evidence to demonstrate the quality and effectiveness of the school's educational practices.

The Strategic Plan utilizes the results of proven best-practices and research-based approaches to instruction that have demonstrated good results in similar schools to raise student achievement. The "Getting Results" framework for Continuous School Improvement is used to guide the process. Teachers, administrator, parents and other stakeholders meet for eight plus days over the summer analyzing data the completing the Getting Results tool.

### **Strategic Planning Committee**

| <b>Name</b>            | <b>Affiliation</b> | <b>Membership Category</b> | <b>Appointed By</b> |
|------------------------|--------------------|----------------------------|---------------------|
| Barbara Moore-Williams | BMW Associates     | Other                      | Board of Trustees   |
| Berry, Leander         | WPACES             | Parent                     | Principal           |

|                     |                                           |                           |                                |
|---------------------|-------------------------------------------|---------------------------|--------------------------------|
| Costa, Peter        | Foundations Inc.                          | Business Representative   | CEO                            |
| Eric Capers         | WPACES Faculty/Tech. Coordinator          | Elementary School Teacher | WPACES Chief Executive Officer |
| Godfrey, Christine  | Assistant Principal                       | Administrator             | CEO                            |
| Kegler, Shuntaine   | Board Member                              | Board Member              | Board of Trustees              |
| Latanya Cain        | Master Teacher                            | Elementary School Teacher | Chief Executive Officer        |
| Lena Fraizer        | WPACES Math Coach                         | Elementary School Teacher | Chief Executive Officer        |
| Moore, Aaron        | WPACES Director of Information Technology | Administrator             | Chief Executive Officer        |
| Morton, Fayola      | WPACES                                    | Elementary School Teacher | Chief Executive Officer        |
| Muhammad, Andre     | Board Chairman                            | Board Member              | Principal                      |
| Pat Russell         | WPACES                                    | Board Member              | Board of Trustees              |
| Rena Morrow         | WPACES Principal                          | Administrator             | Chief Executive Officer        |
| Stacy Gill-Phillips | WPACES Chief Executive Officer            | Administrator             | Board of Trustees              |

## Goals, Strategies and Activities

### **Goal: Mathematic and Literacy Goal**

**Description:** Our goal is for at least 60% of our 3rd, 4th, and 5th graders to score proficient or above in state standardized tests in mathematics, and show at least a 5% yearly growth rate thereafter.

**Strategy: Additional one on one instruction in mathematics and literacy.**

**Description:** Students scoring below basic and basic in the PSSA math and reading will receive tutoring in targeted skills during RTI period everyday in mathematics and reading.

**Activity: Each child taught on instructional level.**

**Description:** Each student will be be taught in a small group as well as instructed individually during this additional time.

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 7/1/2011      -  
Finish: Ongoing

**Status:** Complete

**Strategy: After School Tutoring and RTI period**

**Description:** Students performing basic or below basic in mathematics PSSA participate in tutoring as part of the extended day. These students are assigned to small groups to receive targeted instruction to tackle identified math deficits. In addition there was additional instruction during the RTI ( Response to Intervention)period designed to meet the specific needs of each student.

**Activity: Targeted tutoring sessions**

**Description:** Tutoring sessions were set up for students who were not achieving the unit goals in Everyday Math and Trophies or were not progressing at the expected rate of progress toward meeting the state goal as measured by the PSSA.

**Person Responsible Timeline for Implementation Resources**

Rena Morrow      Start: 7/1/2011      -  
Finish: Ongoing

**Status:** Complete

**Strategy: Use of a technology based assessment system to target instruction and the use of online researched based math programs to improve reading and math**

**Description:** Study Island, AIMSweb and 4Sight will be used by teachers to assess student progress toward standards.

**Activity: Study Island, 4Sight and AIMSweb**

**Description:** Grades 2-5 will use Study Island to identify and improve skill level reinforcement and to provide practice items on an individual basis for students. 4Sight is given four times per year as a benchmarking system to predict student performance on the state's assessment. AIMSweb is given every 6 months for progress monitoring

**Person Responsible Timeline for Implementation Resources**

Rena Morrow      Start: 9/16/2011      \$30,000.00  
Finish: Ongoing

**Status:** In Progress — Upcoming

## **Strategy: Weekly Grade Group Math Meetings**

**Description:** The math coordinator meets bi-weekly with each grade group

**Activity: Each grade will meet with the math coordinator to review student work and plan for new strategies**

**Description:** Scheduled weekly meetings were held for each grade group to review student achievement data, share lesson strategies, and plan interventions for targeted students.

| <b>Person Responsible</b> | <b>Timeline for Implementation</b> | <b>Resources</b> |
|---------------------------|------------------------------------|------------------|
| Barbara Moore-Williams    | Start: 7/1/2011<br>Finish: Ongoing | -                |

**Status:** Complete

## **Strategy: Weekly Test Prep**

**Description:** Each week teachers will incorporate test prep mini-lessons and assessments on Fridays to insure continuous progress of each student toward goals. The math coordinator will monitor implementation of the programs and use of materials. 4Sight was used to determine the areas for preparation.

**Activity: Test Prep implementation**

**Description:** Weekly practice in PSSA format. Math and reading coaches/coordinators go into classrooms to model, co-teach and collect data on implementation of math strategies taught during grade group meetings and Professional Development sessions

| <b>Person Responsible</b> | <b>Timeline for Implementation</b> | <b>Resources</b> |
|---------------------------|------------------------------------|------------------|
| Morton, Fayola            | Start: 9/1/2011<br>Finish: Ongoing | -                |

**Status:** Complete

## **Goal: READING**

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

## **Strategy: After School Tutoring and RTI Intervention period**

**Description:** Students who are basic and below on the PSSA received targeted, instruction after school in the areas determined to be deficient based on a careful assessment by the teacher of record and the 4Sight tests. In addition each student has a personalized learning plan that determined their instruction during the RTI period.

### **Activity: Targeted tutoring**

**Description:** Daily tutoring will occur for those children deemed "at- risk" as evidenced by standardized tests, progress monitoring, and teacher observation in reading and math. Enrichment will take place for those students performing at or above level. All additional instruction is delivered through the RTII model and after school.

#### **Person Responsible Timeline for Implementation Resources**

|             |                 |   |
|-------------|-----------------|---|
| Rena Morrow | Start: 7/1/2011 | - |
|             | Finish: Ongoing |   |

**Status:** Complete

## **Strategy: Weekly test prep and striving for excellence drills**

**Description:** Tutoring sessions are set up for students who are not achieving the unit goals in literacy or are not progressing at the expected rate of progress toward meeting the state goals on the PSSA.

### **Activity: Test prep implementation and monitoring**

**Description:** Materials were prepared and distributed to teachers to be included in their plans each week. The materials included teaching strategies and sample items to assess skills measured by PSSA. The implementation was monitored by the reading specialist and professional development administrator. Weekly meetings for each teacher grade group were held to design lessons assess student work and evaluate teacher strategies.

#### **Person Responsible Timeline for Implementation Resources**

|               |                 |   |
|---------------|-----------------|---|
| None Selected | Start: 9/1/2011 | - |
|               | Finish: Ongoing |   |

**Status:** Complete

## **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

### **Strategy: Pep Rally**

**Description:** Grade group rallies were held one week before the test was given. They focused on getting a good nights sleep, eating a healthy meal before each test session, arriving to school on time, doing your best work while taking the test, and reviewing general test taking strategies.

### **Activity: Make-up period**

**Description:** The parents of the students who are absent on the day of the testing session are called to remind them of the make-up test schedule. The principal ensures that all students attend make-up session.

#### **Person Responsible Timeline for Implementation Resources**

|             |                 |   |
|-------------|-----------------|---|
| Rena Morrow | Start: 7/1/2011 | - |
|             | Finish: Ongoing |   |

**Status:** Complete

## **Goal: UPGRADE AND MAINTAIN EXISTING TECHNOLOGY INFRASTRUCTURE**

**Description:** Maintain and upgrade our existing infrastructure in order to continue Internet connectivity Hardware: (4 IBM Eservers, 1 Safari Montage Server, Local Access Network: LAN, Wireless LAN, 50 new desktops), Telecommunications (Internal and External: Phone lines and PVBX), and Secured Security System

### **Strategy: USE STUDENT INFORMATION SYSTEM TO COMMUNICATE WITH PARENTS/GUARDIANS**

**Description:** Parents/Guardians will be able to view attendance, student progress, student homework, and communicate with teachers using PowerSchool software program.

**Activity:** Teachers and parents will be trained on how to use the Edline.net site to view information.

**Description:** Staff development sessions for staff and workshops for parents will train staff and parents on how to use the PowerSchool website to view attendance, grades (skills-based), and other school information online.

| <b>Person Responsible</b> | <b>Timeline for Implementation</b>  | <b>Resources</b> |
|---------------------------|-------------------------------------|------------------|
| Rena Morrow               | Start: 7/1/2011<br>Finish: 6/2/2012 | \$9,000.00       |

**Professional Development Activity Information**

| <b>Number of Hours Per Session</b>      | <b>Total Number of Sessions Per School Year</b> | <b>Estimated Number of Participants Per Year</b>          |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------|
|                                         |                                                 |                                                           |
| <b>Organization or Institution Name</b> | <b>Type of Provider</b>                         | <b>Provider's Department of Education Approval Status</b> |
|                                         |                                                 | Not approved                                              |
| <b>Knowledge and Skills</b>             | <b>Research and Best Practices</b>              | <b>Designed to Accomplish</b>                             |
|                                         |                                                 |                                                           |
| <b>Follow-up Activities</b>             | <b>Evaluation Methods</b>                       |                                                           |
|                                         |                                                 |                                                           |

**Status:** Complete

**Activity:** Teachers post homework on a weekly basis on the school website.

**Description:** Teachers will post skill levels (grades) homework, calendar of events, and school information on the Edline.net website (gradequick) which is interfaced with our Student Information System (Administrator's Plus).

| <b>Person Responsible</b> | <b>Timeline for Implementation</b>  | <b>Resources</b> |
|---------------------------|-------------------------------------|------------------|
| Rena Morrow               | Start: 9/16/2011<br>Finish: Ongoing | \$150,000.00     |

**Status:** Complete

## **Goal: WRITTEN AND ORAL COMMUNICATIONS SKILL IMPROVEMENT**

**Description:** Students will create multimedia presentations to be televised on our PVBX network that reflect upon academic lessons and school social skills. The broadcast will be based on news articles written by the students in the school news paper.

## **Strategy: BROADCAST MULTIMEDIA PRESENTATIONS USING PVBX NETWORK**

**Description:** Use video cameras, computers, and dvd duplicators to record review of lessons, community news broadcasts, and social skills improvement messages.

**Activity: Weekly broadcast of school and community news.**

**Description:** Students write weekly reports that inform school community about school, local, national, international news, events, and issues. Students must submit their reports for approval in writing before the students for the weekly broadcasts are selected. The broadcasts will be aired over our PVBX network and selected braodcasts will be posted on our school website.

### **Person Responsible Timeline for Implementation Resources**

|             |                                    |             |
|-------------|------------------------------------|-------------|
| Rena Morrow | Start: 9/1/2011<br>Finish: Ongoing | \$34,998.00 |
|-------------|------------------------------------|-------------|

**Status:** In Progress — Upcoming

**Activity: Weekly Professional Development, Mentoring and coaching**

**Description:** Mentoring and coaching is provided weekly for teachers to ensure job embedded, ongoing professional development. Also weekly professional development sessions are held to reinforce our mission and goals for the year. According to the developing needs of our staff and students.

| <b>Person Responsible</b> | <b>Timeline for Implementation</b>   | <b>Resources</b> |
|---------------------------|--------------------------------------|------------------|
| Stacy Gill-Phillips       | Start: 8/22/2011<br>Finish: 6/1/2012 | \$180,000.00     |

### **Professional Development Activity Information**

| <b>Number of Hours Per Session</b>        | <b>Total Number of Sessions Per School Year</b> | <b>Estimated Number of Participants Per Year</b>          |
|-------------------------------------------|-------------------------------------------------|-----------------------------------------------------------|
| 2.00                                      | 60                                              | 42                                                        |
| <b>Organization or Institution Name</b>   | <b>Type of Provider</b>                         | <b>Provider's Department of Education Approval Status</b> |
| West Phila Achievement Charter<br>Ele Sch | • School Entity                                 | Approved                                                  |
| <b>Knowledge and Skills</b>               | <b>Research and Best Practices</b>              | <b>Designed to Accomplish</b>                             |

Improved implementation of curriculum and provide more rigorous instruction.

Research based materials and best practices are always employed.  
 > Guided Reading  
 >Shared Reading  
 >Everyday Math Implementation  
 >Cultural Proficiency  
 >Thematic Arts Integration  
 >Differentiated Instruction  
 >Multiple Intelligence

*For classroom teachers, school counselors and education specialists:*

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

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

| Role                                                                                                                                                              | Grade Level                                                                                                           | Subject Area                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> </ul> | <ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Elementary (grades 2-5)</li> </ul> | <ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• Career Education and Work</li> </ul> |

**Follow-up Activities**

**Evaluation Methods**

- |                                                                          |                                                                                                       |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Team development and</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as</li> </ul> |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|

- |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <p>planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Portfolio</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Status:** Complete

## **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

**Intermediate Unit designee met with and when meeting occurred:**

## **Statement of Quality Assurance - Attachments**

- WPACES 2010 Assurances
- WPACES 2011 PSSA RESULTS

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

### **Rigorous Instructional Program**

Teachers utilize the following curricula: In literacy we use a comprehensive literacy framework. Reading materials are drawn from many sources, but primarily from the Harcourt Trophy program, classroom libraries and guided reading book sets from Fontes & Pinnell, Scholastic and Rigby materials. Teachers are also encouraged and taught to use reading sources from current events and the internet use of Study Island. We employ the components of reader's workshop including guided reading, shared reading, and read alouds. Writer's workshop is the format of our writing program and includes shared writing, interactive writing, guided writing, and independent writing.

Everyday Mathematics is the curriculum for our mathematics program. It allows students to learn math through hands- on methods to solving problems. It is a spiraling curriculum which allows

students multiple opportunities to experience a concept and eventually become secure in the concept. The program emphasizes conceptual understanding while building a mastery of basic skills.

This year all teachers were trained in Science: It's Elementary( SIE). This program is a hands- on, inquiry based approach to science. In addition, the Foss Science kits are also available to enable the students to think and experience science. The social studies curriculum is based on a standards- based curriculum using the Multiple Intelligence teaching strategies and considers the cultural needs of the students. We use Harcourt social studies series in every grade K-5 to guide the concepts and skills to be covered. It is aligned with the PA standards. All curricula are research-based and aligned to meet Chapter 4 requirements by the publisher and is supplemented by the classroom teacher.

**All** curriculum is student- centered. Students make choices as to content areas to explore in depth and the range of learning modalities to answer questions. Students work together in cooperative groups on mini-lessons that teach particular skills that are dictated by student's needs and standardized test data.

In order to create the learner-centered classroom, the school administration provides training in cooperative learning and multiple intelligences. We engage teachers in intensive and ongoing training in all content areas which includes coaching, mentoring, and other strategies to enable both new and experienced teachers to master the content and pedagogy. WPACES also provides technological resources including Teacher/User Groups, grade groups, math and reading on-line sessions, and an online teacher assistance capability.

*WPACES chosen* curriculums are inquiry-based arts infused, interdisciplinary. Central to the school's mission are the following tenets:

- Students learn what matters and construct meaning for themselves
- The arts are critical to the process of making meaning
- The school is a safe and supportive environment
- Content knowledge and skills are tools that further learning.
- Students explore resources outside of the classroom
- Students use multiple drafts and collaborate with others to learn.

The teacher nurtures and facilitates learning.

- Whole learning pattern shifts and changes as new knowledge and experiences are assimilated.
- Learners develop at their own pace
- Learning represents the ability to use new understanding in novel ways to generate new questions which lead to further learning and more questions.

## **Rigorous Instructional Program - Attachments**

- 08-10 Teacher Induction & Prof Development
- Professional Development Plan
- WPACES Induction Letter
- Statement of Liability Assurance
- Prof Dev and Teacher Induction Letter

## **English Language Learners**

The first goal of WPACES English as a second language program is to increase the proficiency of limited English proficient students so they can meet state and national standards of English proficiency. The second goal of the program is to increase the student's language proficiency to enable them to completely and successfully participate in all age and grade level appropriate classes. The academic objectives of the ELL/LEP instructional program are the development of English proficient skills in listening, speaking, and writing. The establishment of a caring setting will provide an understanding to the newness of the culture.

Student participation in the ELL/LEP program is based on the needs of individual students. The results of the Home Language Survey and assessments in listening, speaking, reading and writing will determine the needs of the student. Every student who registered at WPACES will complete or will be assisted in completing the Home Language Survey. When the survey indicates that the student was born in another country or that English is not the language spoken in the home the following procedures will be followed:

- The secretary or administrator registering the student will place the home language survey and the individual registration form in the student's cumulative record folder.
- The staff will be notified of the date the student will begin school.
- The building secretary or administrator will contact the ELL/LEP staff which includes the counselor, the roster chair and the grade level teacher.

Identification and placement will occur when the screening procedures conducted by the ELL/LEP staff are complete. This includes review of previous school records, grades, IEP's, ESL experiences in other middle schools or sending elementary school. The student will be assessed using the Woodcock Munoz Language Survey within one week of their initial enrollment. All students who receive a score of 3-4 or lower on the Woodcock Munoz Language Survey, and age equivalent in English shall be identified as English Language Learners. If the primary language is not Spanish the Bilingual Verbal Abilities Test will be used in conjunction with the WMLS. Observation of student interactions with peers will be completed by teachers and counselor. A conference with parents with the assistance of a translator will be held to determine appropriate program and placement. When a student is prepared to exit the ELL/LEP program the team which consists of the teachers working the student, parent and Principal or designee will meet and evaluate the student to ensure the student has met the criteria. The following are established criteria for exit:

- Performance on standardized tests in the Language Arts and reading sections
- Satisfactory assessment in English proficiency scores
- Satisfactory performance on report cards and progress reports
- Overall academic performance and adjustments
- Performance in the ELL/LEP program

Instructional program design is one of accommodations students from different language backgrounds receive. They are in the same class and teachers do not need to be proficient in the home language of their students. The classes are already designed with small group instructional times where teachers work with students at the same level. Using differentiated instruction and resources for individual students facilitates that needs are met for struggling students as well as those that are LEP. The early-exit bilingual program is designed to help children acquire the English skills required to succeed in an English only mainstream classroom. The program provides some initial instruction in the student's first language, primarily for the introduction of reading. Instruction in the the first language is phased out rapidly, with most students mainstreamed by the end of first or second grade.

## **English Language Learners - Attachment**

- English Language Learners Policy - WPACES

## **Graduation Requirements**

WPACES is a K-5 school that promotes students to the 6th grade.

## **Special Education**

WPACES is committed to improving academic and social skills of children with disabilities by developing, implementing and accounting for IEP's and IEP goals through the inclusion model. The program incorporates the following principles and establishes the following objectives in the approach to offer students with special needs an opportunity to participate in a full range of school-based activities.

Inclusion for students that have disabilities can be successfully intergrated in the general education program with interventions. These students are part of the general education classroom for the school day. The special education teacher collaborates with the regular education teacher to meet the IEP goals and objectives by merging them into daily class lessons through differentiation. The special education teacher provides recommendations for accommodations and instruction, and supports the student's efforts in class. Inclusion students may also be pulled out of the general classroom to work in small groups on assignments from the general education classroom or to target specific skills. This process allows for remediation along with simultaneous growth at grade level.

Partial inclusion is provided for students that have more severe skill deficits and are unable to participate successfully in a full general education schedule. They may be pulled for reading or math instruction in a small group. When pulled out of class, these students work on instructional level work and not at grade level work. This process allows for the student to be successful in the classroom as well as in the pull out session. Accommodations are made for these students in the general education classroom as determined by their IEP's.

The special education referral process follows the state and federal guidelines. For students who are suspected of having a disability by the teacher or parent, a referral form is completed and available in the main office. The Child Study Team (CST) then meets and reviews the form and schedules a team meeting to gather information from the teacher and parent. Student records, test scores and formal and informal assessments are used to design a Student Support Plan. This plan is implemented and reviewed frequently. Within 30-45 days if the student's progress is minimal, a formal referral is made for comprehensive special education testing. The special education testing is completed no later than the required days and a team meeting is held to determine eligibility for special education services. This process may be shortened if at the initial meeting the team is in agreement that a formal comprehensive evaluation is warranted immediately.

Students accepted and entering Kindergarten are evaluated using a readiness assessment through scholastic. The teachers are then prepared with the skill levels of the students when they first arrive. Several students enter with an IEP already in place. Students coming to kindergarten may not have an IEP but one is created for the student upon enrollment if they have a pre school IEP or receive early intervention.

## **Special Education - Attachment**

- WPACES SpecEd

### Special Education Program Profile - Chart I

| Teacher       | FTE  | Type of class or support | Location  | # of Students | Other Information |
|---------------|------|--------------------------|-----------|---------------|-------------------|
| Jenifer Lynne | 1.00 | Learning Support         | WPACES 36 |               | None              |
| J. Johnson    | 1.0  | Administrative Support   | WPACES 36 |               | None              |

### Special Education Program Profile - Chart II

| Organization      | FTE | Type of class or support | Location  | # of Students | Other Information |
|-------------------|-----|--------------------------|-----------|---------------|-------------------|
| Therapy Solutions | .50 | Speech Therapy           | WPACES 20 |               | None              |
| Therapy Solutions | .25 | Occupational Therapy     | WPACES 9  |               | None              |

### Special Education Program Profile - Chart III

| Title                  | Location | FTE |
|------------------------|----------|-----|
| Special Education Aide | WPACES   | 1.0 |
| Psychologist           | WPACES   | .50 |

### Special Education Program Profile - Chart IV

| IU, Public Agency, Organization, or Individual | Title/Service        | Amount of Time Per Week |
|------------------------------------------------|----------------------|-------------------------|
| Therapy Solutions                              | Occupational Therapy | 6 hr                    |
| Therapy Solutions                              | Speech Therapy       | 12.0-15.0 hrs           |

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

| Test/Classification      | K   | 1   | 2   | 3   | 4   | 5   |
|--------------------------|-----|-----|-----|-----|-----|-----|
| PSSA                     | No  | No  | No  | Yes | Yes | Yes |
| 4Sight                   | No  | No  | Yes | Yes | Yes | Yes |
| In-house Running Records | Yes | Yes | Yes | Yes | Yes | Yes |

### Student Assessment - Secondary

| Test/Classification                  | 6  | 7  | 8  | 9  | 10 | 11 | 12 |
|--------------------------------------|----|----|----|----|----|----|----|
| WPACES includes grades k-5 only. n/a | No |

### Student Assessment

In 2011, 57.1% of our students scored proficient or advanced in math compared to 47.7 (all students) in 2010. This represents a 9.4% increase for WPACES math performance. The 2011 reading result show 49.2% of all students scored proficient or advance in reading compared to 32.0% in 2010. This represents a 17.2% increase in reading results for WPACES. WPACES made AYP in 2011.

In 2009-2010, 48.4% of the students at WPACES met or exceeded proficiency in Mathematics, as compared to 45.8 in 2009, which shows an increase of 2.6%: while 32.0% of the students at WPACES met or exceeded proficiency in reading compared to 33.6% which shows a decline of 1.2%.

The 2011 PSSA and local data shows that WPACES has made significant improvements in proficiency for all performance groups in reading and math. Each year goals are revised during our school improvement planning process and published throughout the school community, for implementation. This year WPACES plans to continue the improvement through the continued and improved use of the following techniques:

This will be our second year implementing Response to Intervention or RTI which is a method of academic intervention adopted in Pennsylvania which is designed to provide early, effective assistance to children who are having difficulty learning. RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, WPACES will use universal screenings to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, as well as identify students with learning disabilities or other disabilities. WPACES plans to purchase intervention curriculum so that students with deficiencies are able to receive additional opportunities to learn reading and math during the regular school day. Each child who is identified, whether it be through testing, teacher recommendation or parent recommendation, will be offered a second period of instruction in math or reading to help bring them up to grade level in the identified areas.

The second is our mandatory, free tutoring program which will be required for all students who received Basic, or Below basic scores in math or reading. The tutoring program will be held 4 times per week after school and will provide approximately 2 hours of extra, individualized instruction per day to the identified students.

Other tools that WPACES will continue to use to help increase student performance are as follows:

1. The student's instruction day is forty-five minutes longer;
2. The adult-to-student ratio within the classroom has been reduced by  $\frac{1}{2}$  with the use of qualified instructional assistants. This provides individualized attention and assistance for children who need extra help.

## **Student Assessment - Attachments**

- WPACES 2011 PSSA RESULTS
- 09-10 PSSA Data

## **Teacher Evaluation**

### WPACES PROGRAM FOR PROMOTING TEACHER EFFECTIVENESS

This program is based of a set of principals regarding best practices for developing and monitor teacher effective. Incentives have been put in place to support effective teachers and help struggling teachers.

#### **I. OBSERVATIONS:**

Each teacher will receive an observation on a lesson where the evaluator will come in the classroom and script and/or record (video) everything that the teacher says in that lesson as evidence for scoring. Evaluators will use the script to base scores and complete a write-up for the post-conference. Evaluators will use a rubric as a guide to assess teacher's performance in the classroom. The rubric emphasizes best practices and includes the following indicators:

1. Standards & Objectives
2. Motivating Students
3. Presenting Instructional Content
4. Lesson Structure & Pacing
5. Questioning
6. Academic Feedback
7. Teacher Content Knowledge
8. Teacher Knowledge of Students
9. Thinking
10. Problem Solving
11. Instructional Plans
12. Student Work
13. Assessment
13. Environment
14. Managing Student Behavior
15. Expectations

Teachers receive extensive training on the rubric for understanding and clarification on instruction. They have been given lessons to implement directly in their classrooms practicing on multiple areas of the rubric. Teachers will be completely knowledgeable about what's expected within their instruction. The principal and other members of the evaluation team expects to continue helping teachers grow professionally through this observation process offering specific feedback in targeted areas consistent with the needed identified in our school improvement plan.

#### II.) Observations:

- 1 informal/announced and the other two will be: 1 formal announced and 1 formal unannounced.
- The head of curriculum will complete one observation on each teacher in October.
- The principal will do 2 observations on school forms; one announced and unannounced (use score sheets but no post-conference plan form (January and May)).
- Pre-conference:

\* Teachers & evaluators will sit down and discuss the lesson before the actual observation. Evaluators will provide feedback and offer suggestions to make sure the lesson has all the necessary components.

- Teachers will bring a detailed lesson plan to the pre-conference on the lesson that will be observed. One copy for themselves and one copy for the evaluator will be given during this time. So each teacher should make a copy prior to the pre-conference.

\* Evaluators also have a generic form for recording information on that teacher and will file concluding the pre-conference. This is called a pre-conference form.

- Post-conference:

\* Teacher and evaluators will sit down and discuss what happened in the lesson 24 hours after the lesson. During this session the evaluator will discuss one area of refinement and one area of reinforcement. The two will also discuss the next steps following the meeting to improve that teacher's instruction. That plan will also be supported through coaching.

- Focus on 2 area of refinement & 1 area of reinforcement:

Refinement means an area of need or weakness — teacher needs some support and guidance to improve.

Reinforcement is an area of strength — teacher is doing well and displays strength in this area.

#### FORMS:

- Score sheets — This form will be the guide for the evaluator to use during the post-conference.
- Reflective journals - teachers will receive a reflective journal that consists of blank sheets for recording their reflective thoughts about lessons, what worked well or what didn't work well.

II. COACHING: Mentors and coaches will ensure that teacher make regular use of and study the principles for effective teacher ( engaged time, increased opportunities to learn, direct and supervised teaching, scaffolding instruction, critical forms of knowledge, organizing, storing, and retrieving knowledge, strategic instruction, and explicit instruction)

##### A.) Mentors

- Mentor #1 will take Kindergarten and 1st grade teachers
- Mentor #2 will take all specialists (art, music, P.E, technology, library & special education)
- Master teacher will take all 2nd, 3rd, 4th and 5th grade teachers

All mentor teachers will assist teachers with focusing on their areas of refinement and track improvements. They will coach teachers on their areas of refinement and reinforcement through classroom visits, observations, feedback, reflective journals, providing resources and ideas, modeling lessons and working with small groups in the classroom.

##### B.) Reflective Journals

- 2 entries per week
- Form already created with blank sheets for teachers to write their reflections. Teachers need to always record the date for each entry they write.
- Mentor teachers will also reflect as well on their coaching and their own teaching in the classroom. Mentor teachers will provide feedback to each other as well on their entries.

#### III. CLUSTERS:

A.) held one Wednesday a month

B.) split the group up between Mentors & Principal based on teacher needs according to the data collected over the course of the month in grade group meetings, leadership data meetings, and reading & math meeting (Benchmarks, observations)

C.) Information presented will focus on review of the rubric as well as student centered strategies. Student centered strategies will be determined according to what data shows us in each tier. We will select multiple strategies throughout the year focusing on the student's weaknesses. Team will decide on the strategy during the leadership meeting.

#### IV. LEADERSHIP MEETINGS:

- Meetings start at 9:30am every Wednesday and last for an hour.
- During the meeting the team will review data finding the needed areas for us to pinpoint student centered strategies and create lessons that will hone in on the struggling area.

Examples:

- Main Idea = (MiMi) stands for Main Idea = Most Important

- Nonfiction Text = THIEVES stands for Title, Heading, Italicized/Introduction, Every bold word, Visual features, every caption & label and Sources.

- During the meeting the team will use PSSA's, 4SIGHT, Dibels, progress monitoring data, and running records to decide skills that will be addressed during clusters this year.
- The Team will also discuss coaching plans for teachers to help them improve and continue refining their areas.

\* Teachers will receive communications at the start of the year with their scheduled observation and the time frame for the unannounced observations.

\* Teachers areas of refinement will also be displayed in program director office so we all know what the common threads are throughout the building and be consistently reminded on how and what we (the team) are suppose to be supporting teachers on.

## **Teacher Evaluation - Attachment**

- Teacher Observation and Evaluation

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

There have been no leadership changes in the CEO's office or in the Principal.

### **Board of Trustees**

| <u>Name of Trustee</u> | <u>Office (if any)</u> |
|------------------------|------------------------|
| Leander Berry          | Secretary              |
| Andre Muhammad         | Chairman               |
| Helen Little           | Member                 |
| Shuntaine Kegler       | Vice Chair             |
| Pat Russell            | Treasurer              |
| Geneva Williams        | Member                 |
| Cheryl Barnes-Haigler  | Member                 |

### **Professional Development (Governance)**

The Board of Trustees has been trained in the following areas: job description of board members, director of facilities, the relationship of the CEO and the board, evaluations, new school construction project requirements and guidelines, board operations, running effective meetings, legal obligations and the Sunshine Act and budget responsibilities.

### **Coordination of the Governance and Management of the School**

The board is ultimately accountable for all operations of the school: for ensuring that the school is complying with it's charter, all applicable laws and regulations and for approving all policies and procedures adopted by the school. The Board will be responsible for the formation of the following subcommittees: personnel; curriculum and instruction; fundraising; recruitment and community relations and others as needed. Each board member serves on at least one committee. Assignment to committees is based upon the education and experience of the board member.

The CEO and other key staff present to the Board several time per year regarding students achievement, new facilities, data interpretation, vision fulfilment, etc. The Board members and key school staff support all SDP trainings, request for information, and visits.

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

- 2012-13 Board Meeting Schedule

## **Community and Parent Engagement**

The Board of Trustees promotes opportunities for community and parent engagement in school activities by having at least one parents of currently enrolled students serve on the Board of Trustees. Parents are encouraged to join the parent association Advisory Committee. Parent participation in the day-to-day operations of the school occurs at two levels. Parents are given preference in the hiring of personnel for the school. Parents are eligible to apply for any position, for which they meet the education and experience criteria. All parents are encouraged to contribute at least three hours per month of volunteer service. Parents who are not employed outside the home will volunteer in classrooms and the school office. Parents who are employed may fulfill their volunteer responsibilities by serving on committees such as publicity, fund-raising, recruitment, and community relations. There are at least 5 schoolwide events designed for parent involvement.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

We completed several fundraising activities for the 2010-2011 school year that included: candy apple sales, school store sales, bake sales, book sale and candy sales.

### **Fiscal Solvency Policies**

A fund balance has been created since the school opened its doors and each year we seek to increase this amount to help our school afford a new facility. The fund balance was also created so that the school would have a buffer in the event of unforeseen circumstances such as repair of damages to the building, meeting payroll in the event federal funds or local funds are delayed, and making our mortgage payments in the event funds are delayed.

### **Accounting System**

WPACES's chart of accounts mirrors that of the state chart of accounts. Generally Accepted Accounting Principals(GAAP) is followed for accrual-based accounts.

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

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

- WPACES Expenditures 2011-12
- WPACES Revenues 2011-12

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

Citrin Cooperman and Company, LLP is the schools audit firm for the past three school years. The date of our last audit was June 30, 2011. The 2011-2012 audit has not been completed as of the date this report was due. The opinion was that the audit ended in conformity with accounting principles generally accepted in the United States of America. There were no findings of questionable cost.

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

- 2011 Audit

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

None

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

The Charter School leased a facility at 111 N. 49th Street in Philadelphia until December 2011 and moved to their newly acquired facility at 6701 Callowhill Street, January 2012. All significant furniture and equipment were purchased after obtaining quotes from various vendors for the new facility.

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

WPACES was successful in securing bond financing in May of 2011 for a new school facility

located at 6701 Callowhill Street. Janney Montgomery Scott was the investment company and FoxRothchild LLP was the law firm used to successfully complete the first Charter School bonding deal in Philadelphia in 2011. Our move in date was January 2, 2012.

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

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

A current Use and Occupancy Certificate has been issued by the City of Philadelphia. Classrooms contain posted evacuation directions, fire drills are held regularly, and a log is maintained in the school main office. All health and immunization records are secured under lock and key in the nurse's office. WPACES received a reimbursement from the State of Pennsylvania for the amount of \$7905.60 for the 2010/2011 reporting period.

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

- Welles Policy
- 2010-11 Health Reimbursement Report
- Evidence of Reimbursement 10-11

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

WPACES has the following coverages: Aetna Personal Choice and HMO Health Plan, Worker's Compensation, General Liability, Corporate Officers Errors and Omissions and contents insurance, wage continuation, life insurance, and building coverage for new site.

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

- 2012-13 Certificate of Insurance

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

Staff retention is due to the dedication to the mission of the school and the service to the students, the ability to have input into program implementation and the belief they are making a difference. Staff have reported on surveys that they are very pleased with the high level of support (professional development, coaching, monitoring, modeling, etc.) they receive during each school year and a supportive administration.

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

- 2010-11 PIMS HQT/ACS Report to verify HQT%
- PDE 414 Verification 2011-12
- PIMS-HQT 2011-12

## Student Enrollment

WPACES offers Kindergarten through 5th grade. WPACES complies with all local, state and federal regulations regarding nondiscrimination. This school will not discriminate in employment, programs or activities based on race, color, religion, age, notional origin, ancestry, physical handicap, gender, sexual orientation, union membership or limited English proficiency. Students entering into Kindergarten must be the age of five by September 1st. In accordance with Act 22 if the number of applications for the school as a whole or for one or more grades exceeds the enrollment cap, a lottery will be conducted to select students. Children that have siblings will automatically be accepted. Otherwise children are enrolled on a first come first served bases.

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

2009-2010 School year

| Grade level | Students Initially enrolled | Students Added | Students who Withdrew | School       |
|-------------|-----------------------------|----------------|-----------------------|--------------|
| k           | 84                          | 17             | 1                     | Neighborhood |
| 1           | 82                          | 18             | 3                     | Neighborhood |
| 2           | 87                          | 0              | 2                     | Neighborhood |
| 3           | 72                          | 2              | 0                     | Neighborhood |
| 4           | 71                          | 2              | 0                     | Neighborhood |
| 5           | 51                          | 0              | 1                     | Neighborhood |

Total            453            39            7

Provide the number of students who completed the 2011-2012 year who are currently enrolled to return in September.

### 407

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

No students were required to leave.

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

Students transferred from the school because families relocate and other students were admitted to cyber charter schools.

## Student Enrollment - Attachment

- Student Enrollment Policy

## **Transportation**

More than 15% of our students live within walking distance of the school. Another 15% are car riders. All other students are on the school bus and meet transportation eligibility requirements established by the School District of Philadelphia. For students who do not meet the district's eligibility requirements, parents are responsible for arranging transportation. Staff work with parents to arrange car pools, where necessary and feasible. Special Education students are accommodated as specified in their IEP. Currently, there are no special education students requiring transportation. Bus monitors assist in monitoring behavior and offer some control over student misconduct on some of our buses.

## **Food Service Program**

WPACES has the capacity to serve breakfast, lunch and pm snack for afterschool services. The building has appropriate space for food preparation and serving. WPACES partners with the School District of Philadelphia for food services through the Child and Adult Care Food Program CACFP, under the National School Lunch Act. Ninety percent of the students participate in the free and reduced price meal program. With the approval of the application, the school has complied with all necessary procedures and regulations to meet program requirements. Children who do not qualify for free meals will pay up to the limit on reduced price meals, and other children will pay the full price. Children who are not eligible or who choose not to participate will be expected to bring a bag lunch and snacks.

## **Student Conduct**

The code of conduct is in line with the School District of Philadelphia and the Pennsylvania School Code Regulations. This school promotes an approach to discipline that is positive and proactive. All WPACES students are expected to be courteous, on time and attend school regularly. The school adheres to due process requirements for all students.

WPACES also adheres to a strict anti bullying policy and has implemented a comprehensive anti bullying program.

## **Student Conduct - Attachments**

- Discipline Policy
- WPACES Antibullying Campaign
- WPACES AntiBullying Policy

## **Signature Page**

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

School Year: 2012

The West Phila. Achievement CES 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 West Phila. Achievement CES 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:** Stacy Gill-Phillips   **Title:** CEO  
**Phone:** 2154766471   **Fax:** 2154766481  
**E-mail:** stacy4home@aol.com

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Andre Muhammad   **Title:** Chairman  
**Phone:** 2154766471   **Fax:** 2154766481  
**E-mail:** amuhammad@wpaces.org

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

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

**Name:** Jenifer Lynne   **Title:** Spec Education Teacher  
**Phone:** 2154766471   **Fax:** 2154766481  
**E-mail:** jllynne@wpaces.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- WPACES Assurance 2011-12