
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 29, 2012
(Last Accepted: Monday, February 14, 2011)

Entity: Widener Partnership CS
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Contact Name: Rosemaria McNeil-Sampson

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2010 - 2011

Name of School: Widener Partnership CS

Date of Local Chartering School Board/PDE Approval: February 23, 2006

Length of Charter: 5 Years **Opening Date:** September 5, 2006

Grade Level: Kindergarten - 5th Grade **Hours of Operation:** 8:30 am to 3:30 pm

Percentage of Certified Staff: 85% **Total Instructional Staff:** 17

Student/Teacher Ratio: 17:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 95%

Summary Data Part II

Enrollment: 250 **Per Pupil Subsidy:** \$8,060.46 (regular); \$23,279.08 (special)

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	246
Hispanic:	3
White (Non-Hispanic):	3
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
69%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 25

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	179	179	0	0	179
Instructional Hours	0	0	1062	1062	0	0	1062

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Widener Partnership Charter School is a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. The Widener Partnership Charter School will provide the context for students to work in collaborative relationships both within and outside the school to provide service to the greater community. The school aims to educate its students to become citizens of character who can contribute to the vitality and well-being of the region.

Mission

The mission of the Widener Partnership Charter School is to develop urban elementary (K-5) students with the behaviors, task commitment and creativity to succeed in the current educational environment. Through holistic cultivation of children's resources, the Widener Partnership Charter School will enable students to become self-motivated, competent, and lifelong learners.

In the initial WPCS Charter School Application, the school was designed as a K-5 structure. WPCS started with 100 students, 50 each in kindergarten and first grades. Each year, as the initial cohort was promoted to the next grade, the school added an additional 50 students in kindergarten. By June 2011, there were 300 students in K-5. Furthermore, the number of professional staff to students was a ratio of no more than 17:1.

WPCS requested and was granted an expansion of its original design, to include a middle-level program beginning September 2011. This request was based on overwhelming feedback from parents for the need to expand to middle-level. The request for expansion to a K-8 charter school was subsequently approved by The Chester Upland School District. Starting September 2011, the fifth grade class from the previous school year will attend WPCS as 6th grade students.

Subsequently, our students receive lots of individualized attention from classroom teachers during a critical juncture of their educational career. Every student has each of the following at least once per each week: Art, Music, Physical Education, Drama and Spanish. Further complemented by a demanding hands-on math and science curriculum in which our teachers are well-trained thanks to a month of professional development, our students are constantly being critically engaged throughout the school day.

Vision

The technology vision is to provide an environment that is rich in technology to enhance instruction and learning so students develop 21st century skills. By providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards and by engaging parents and caregivers as partners in the education of their children. The Widener Partnership Charter School will provide the technology and context for students to work in collaborative relationships both within and outside the school to provide service to the greater community. The school will aim to educate its students to become citizens of character who can contribute to the vitality and well-being of the region.

Our goal is to provide students and staff with access to cutting-edge technology to enable: ready access to the appropriate technology; use of hardware and software across all content areas to enhance the teaching and learning environment; seamless integration of technology during instruction; use of technology to accelerate student achievement, particularly for challenged learners; and enrichment and extended learning opportunities for all students.

Shared Values

Following are our shared expectations:

1. Students will develop specific skills of precision, specificity, organization, punctuality, attentiveness, and persistence in their vocational, academic and personal pursuits.
2. Students will become adept at recognizing the contributions of music, art, physical wellness, and technology to the quality of life.
3. Students will become active and empathetic citizens through involvement in community activities, cooperative activity with diverse populations, and respectful service to others.
4. Students will develop ethical standards of conduct and appropriate decorum.
5. The focus will be on students and continuous data driven improvement.
6. Technology will be integrated into the curriculum to emulate technology integrated in society.
7. Student will be instructed how to use, manage, and respect technology as we move forward in our era of technological dependence.

Academic Standards

The academic goals and objectives of the Widener Partnership Charter School will emphasize the development of cognitive and meta-cognitive skills necessary for achieving the academic standards mandated by the Pennsylvania Department of Education and for exhibiting age-appropriate critical thinking. To ensure that all students demonstrate that they have attained skills, knowledge, and attitudes specified as goals in the school's educational program, the Widener Partnership Charter School will establish performance-based expected outcomes to which the performance of graduates will be compared.

Specific goals include:

1. Students will achieve grade level content knowledge in all academic areas as defined by the Pennsylvania state standards and assessed by the Pennsylvania Statewide System of Assessment.
 - a. This standard will be achieved incrementally during the progression of students through the school. Student progress will increase proportionately to the number of years consistent with attendance in the school.
2. Students will develop systemic and sustainable cognitive and metacognitive skills to help them in their academic pursuits.
3. Students will become active learners through a process of interactive instruction.
4. Students will become responsible and reflective learners through active instruction on reflective practice.
5. Students will participate in creative expression through music, drama, art, technology, and physical education.
6. Students will integrate subject area learning and make applications between and among disciplines as assessed by learner portfolios.

Strengths and Challenges

Our school has many strengths. In particular, we have a strong relationship with our partners, Widener University. Through multiple collaborations with various departments from within the university, our students receive many opportunities to extend classroom learning. In addition, goals and objectives include the development of skills to help students succeed in working both

independently and with peers. Further, the school encourages students to develop pride in the city of Chester and engage in activities that support its renaissance. This commitment to civic engagement is nurtured through promotion of participation in school community activities as well as community activities outside of school. Learning dispositions, character education, appreciation of arts and culture, and community involvement for active citizenship are overarching program goals.

As our school continues to grow, we are challenged to balance our desire for a constructivist approach to education with our need to excel in terms of standardized testing. In a district where upwards of 25% of students may be classified as special needs, we are poised to consider thoughtful and reflective ways in which we might scaffold instruction to optimize learning for IEP and struggling students. Many of our students hail from under-resourced environments, which requires a concerted effort for the school to determine how we might support the holistic development and education of all of our students. To that end, we have developed an Interdisciplinary Resource Team, comprised of WPCS administration and staff members and Widener University faculty, staff, and students from education, social work and psychology departments. We believe that the IRT holds great promise as a model for supporting students from economically disadvantaged communities.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Strategic Planning Process of the Widener Partnership Charter School has evolved to include both community members and Widener University staff who have made a strong commitment to the future and well-being of the school. In consort with Widener University's School of Human Service Professions, parents and individuals from the community were invited to work together with the administrative team of the school on behalf of the Widener Partnership Charter School.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anderson, Annette	Principal/CEO	Administrator	Widener University
Brown, Amelia	Assistant Principal	Administrator	Widener University
Carter, Jeanine	Widener Partnership Charter School [WPCS]	Elementary School Teacher	WPCS Board of Directors
Daniels, Katrina	Widener Partnership Charter School [WPCS]	Administrator	WPCS Board of Directors
Harrison, Crystal	Widener Partnership Charter School [WPCS]	Board Member	WPCS Board of Directors
Ledoux, Dr. Michael	Widener University	Board Member	WPCS Board of

			Directors
McNeil-Sampson, Rosemaria	Widener Partnership Charter School [WPCS]	Administrator	WPCS Board of Directors
Ostapkovich, Alison	WPCS	Elementary School Teacher	WPCS Board of Director
Silver, Dr. Paula	Widener University	Board Member	WPCS Board
Smith, Gwendolyn	Crozer Keystone Medical Center	Community Representative	WPCS
Turner, James	Widener Partnership Charter School [WPCS]	Board Member	WPCS Board of Directors
Wilhite, Dr. Stephen	President, Board of Trustees	Board Member	WPCS Board

Goals, Strategies and Activities

Goal: Develop a Curriculum Framework that is aligned with the PA Standards Aligned System and the new Common Core State Standards.

Description: A curriculum committee was convened to develop a curriculum framework based on alignment of state standards and the New Core State common standards. The first initiative is the development of a Literacy Curriculum based on the Common Core Standard.

Strategy: Develop a curriculum framework to implement best practices in teaching

Description: Developing a curriculum framework is the first step towards ensuring that consistent, high-quality teaching practices are implemented throughout the program.

Activity: Curriculum Development

Description: The school team will write and/or adopt curriculum frameworks that are aligned with the PA Standards and Common Core State Standards.

Person Responsible	Timeline for Implementation	Resources
McNeil-Sampson, Rosemaria	Start: 10/5/2007 Finish: 6/15/2012	\$5,800.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Widener Partnership Charter School

- School Entity

Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Curriculum Development - School staff will utilize resources from PDE's SAS and the new Common Core State Standards to develop a new literacy framework. Using the literacy framework as a model, staff will subsequently develop a Literacy and Mathematics curriculum.

According to the CCSS, standards are to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

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.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Health, Safety and Physical Education • Kindergarten Early Learning Standards • Mathematics • Geography

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity |
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Status: In Progress — Upcoming

Date Comment

3/9/2012 The curriculum planning committee will meet monthly until the curriculum framework is written.

Activity: Teaching Techniques and Strategies

Description: Improve Teacher Quality Improving Teacher Techniques and Strategies: Provide professional development opportunities that will help teachers develop effective techniques and strategies, including the following: Creating a culture of high expectations; Building background knowledge; Use of active engagement strategies; Directly teaching learning strategies; Using examples and analogies; Memory techniques, including learning for understanding, practice and mnemonics; Building students' knowledge of key concepts; Using multi-sensory techniques; Using cooperative group learning and discussion; Incorporating problem-based learning; Teacher task analysis of lessons; Developing an effective literacy block; Using higher order thinking and questioning; Solving higher order problems in mathematics and science; Using technology and software to accelerate learning; and Integrating literacy strategies across all content areas.

Person Responsible	Timeline for Implementation	Resources
McNeil-Sampson, Rosemaria	Start: 1/11/2008 Finish: 6/15/2012	\$90,600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	8	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Widener Partnership Charter School	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Improve Teacher Quality Improving Teacher Techniques and Strategies: Provide professional development opportunities that will help teachers develop effective techniques and strategies, including the following: Creating a culture of high expectations; Building background knowledge; Use of active engagement strategies; Directly teaching learning strategies; Using examples and analogies; Memory techniques, including learning for understanding, practice and mnemonics; Building students' knowledge of key concepts; Using multi-sensory techniques; Using cooperative group learning and discussion; Incorporating problem-based learning; Teacher task analysis of lessons; Developing an effective literacy block; Using higher order thinking	According to Vandevort, Amrein-Beardsley, and Berliner (2004) the quality of a teacher in the classroom is the single most important factor in determining how well a child learns.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community</u>

and questioning; Solving higher order problems in mathematics and science; Using technology and software to accelerate learning; and Integrating literacy strategies across all content areas.

partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Family and Consumer Sciences

- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Goal: MATHEMATICS

Description: Students in grades 3-8 will attain Proficiency in Mathematics as measured by the PSSA according to the following state benchmarks: At least 56% Proficient or Advanced in 2008-2010; and at least 67% Proficient or Advanced in 2011.

Strategy: Develop a rigorous mathematics instructional program that focuses on problem solving and application

Description: Teachers will engage students in rigorous mathematics instruction that will enable them to apply learned skills and strategies to solve real world problems.

Activity: Active Engagement Strategies

Description: Teachers will learn strategies that emphasizes active engagement. These active engagement strategies will help students process and retain information. It leads to self-questioning, deeper thinking, and problem solving.

Person Responsible	Timeline for Implementation	Resources
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McNeil-Sampson, Rosemaria

Start: 3/5/2012
Finish: 3/5/2012

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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

- School Entity

Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Learning environments where students are actively participating and engaged with the material are crucial to student learning. Students are more likely to learn and retain key information and strategies if we ask them to do more than learn rote information. Active engagement gives students the opportunity to explore applications and implications will improve learning.

Research shows clearly that a person must be engaged to learn. People learn by actively participating in observing, speaking, writing, listening, thinking, drawing, and doing. Learning is enhanced when a person sees potential implications, applications, and benefits to others. Learning builds on current understanding (including misconceptions!). - [Designing Effective and Innovative Courses- Tewksbury and Macdonald].

For classroom teachers, school counselors and education specialists:

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are

aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Geography

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans |
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Status: In Progress — Overdue

Date **Comment**

3/9/2012 This an ongoing activity, teachers will receive mini professional development on increasing student active engagement as new strategies are learned.

Activity: Curriculum Development

Description: The school team will write and/or adopt curriculum frameworks that are aligned with the PA Standards and Common Core State Standards.

Person Responsible	Timeline for Implementation	Resources
McNeil-Sampson, Rosemaria	Start: 10/5/2007 Finish: 6/15/2012	\$5,800.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Widener Partnership Charter School	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Curriculum Development - School staff will utilize resources from PDE's SAS and the new Common Core State Standards to develop a new literacy framework. Using the literacy framework as a model, staff will subsequently develop a Literacy and Mathematics curriculum.	According to the CCSS, standards are to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in

instructional decision-making.

- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Health, Safety and Physical Education• Kindergarten Early Learning Standards• Mathematics• Geography

Follow-up Activities

Evaluation Methods

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|--|---|
| <ul style="list-style-type: none">• Team development and sharing of content-area | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, |
|--|---|

- | | |
|---|--|
| <p>lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <p>pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity |
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Status: In Progress — Upcoming

Date	Comment
3/9/2012	The curriculum planning committee will meet monthly until the curriculum framework is written.

Activity: Teaching Techniques and Strategies

Description: Improve Teacher Quality Improving Teacher Techniques and Strategies: Provide professional development opportunities that will help teachers develop effective techniques and strategies, including the following: Creating a culture of high expectations; Building background knowledge; Use of active engagement strategies; Directly teaching learning strategies; Using examples and analogies; Memory techniques, including learning for understanding, practice and mnemonics; Building students' knowledge of key concepts; Using multi-sensory techniques; Using cooperative group learning and discussion; Incorporating problem-based learning; Teacher task analysis of lessons; Developing an effective literacy block; Using higher order thinking and questioning; Solving higher order problems in mathematics and science; Using technology and software to accelerate learning; and Integrating literacy strategies across all content areas.

Person Responsible	Timeline for Implementation	Resources
McNeil-Sampson, Rosemaria	Start: 1/11/2008 Finish: 6/15/2012	\$90,600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	8	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Widener Partnership Charter School

- School Entity

Not approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Improve Teacher Quality
Improving Teacher Techniques and Strategies: Provide professional development opportunities that will help teachers develop effective techniques and strategies, including the following: Creating a culture of high expectations; Building background knowledge; Use of active engagement strategies; Directly teaching learning strategies; Using examples and analogies; Memory techniques, including learning for understanding, practice and mnemonics; Building students' knowledge of key concepts; Using multi-sensory techniques; Using cooperative group learning and discussion; Incorporating problem-based learning; Teacher task analysis of lessons; Developing an effective literacy block; Using higher order thinking and questioning; Solving higher order problems in mathematics and science; Using technology and software to accelerate learning; and Integrating literacy strategies across all content areas.

According to Vandevort, Amrein-Beardsley, and Berliner (2004) the quality of a teacher in the classroom is the single most important factor in determining how well a child learns.

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.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Family and Consumer Sciences • Geography

Follow-up Activities

Evaluation Methods

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| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity |
|--|--|

Status: In Progress — Upcoming

Goal: READING

Description: Students will attain Proficiency in Reading as measured by the PSSA according to the following state benchmarks: At least 63% will be Proficient or Advanced in 2008-2010; and at least 72% will be Proficient or Advanced in 2011.

Strategy: Design a Standards-Aligned Literacy Instructional Program

Description: Teachers will design and implement literacy instruction that is aligned to PA Standards and the Common Core State Standards.

Activity: Active Engagement Strategies

Description: Teachers will learn strategies that emphasizes active engagement. These active engagement strategies will help students process and retain information. It leads to self-questioning, deeper thinking, and problem solving.

Person Responsible	Timeline for Implementation	Resources
McNeil-Sampson, Rosemaria	Start: 3/5/2012 Finish: 3/5/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Learning environments where students are actively participating and engaged with the material are crucial to student learning. Students are more likely to learn and retain key information and strategies if we ask them to do more than learn rote information. Active engagement gives students the opportunity to explore applications and implications will improve learning.	Research shows clearly that a person must be engaged to learn. People learn by actively participating in observing, speaking, writing, listening, thinking, drawing, and doing. Learning is enhanced when a person sees potential implications, applications, and benefits to others. Learning builds on current understanding (including misconceptions!). -	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective

[Designing Effective and Innovative Courses- Tewksbury and Macdonald].

practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Health, Safety and Physical Education • World Languages

- Kindergarten Early Learning Standards
- Mathematics
- History
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans

Status: In Progress — Overdue

Date	Comment
3/9/2012	This an ongoing activity, teachers will receive mini professional development on increasing student active engagement as new strategies are learned.

Activity: Curriculum Development

Description: The school team will write and/or adopt curriculum frameworks that are aligned with the PA Standards and Common Core State Standards.

Person Responsible	Timeline for Implementation	Resources
McNeil-Sampson, Rosemaria	Start: 10/5/2007 Finish: 6/15/2012	\$5,800.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Widener Partnership Charter School

- School Entity

Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Curriculum Development - School staff will utilize resources from PDE's SAS and the new Common Core State Standards to develop a new literacy framework. Using the literacy framework as a model, staff will subsequently develop a Literacy and Mathematics curriculum.

According to the CCSS, standards are to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

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.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Health, Safety and Physical Education • Kindergarten Early Learning Standards • Mathematics • Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity |
|--|--|

Status: In Progress — Upcoming

Date Comment

3/9/2012 The curriculum planning committee will meet monthly until the curriculum framework is written.

Activity: Implement PSSA Readiness Utilize PDE's Classroom Diagnostic Assessments and PDE PSSA released items

Description: Utilize PDE's Classroom Diagnostic Assessments and PDE PSSA released items to improve students' participation in - and participation on the PSSAs.

Person Responsible	Timeline for Implementation	Resources
McNeil-Sampson, Rosemaria	Start: 9/30/2011 Finish: 6/11/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Widener Partnership Charter School	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will become familiar with PDE tools, such as SAS and The Classroom Diagnostic to improve their teaching and increase participation and proficiency rates on the PSSAs.	The SAS portal aligns state and federal standards to provide best practices for teaching and learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and

skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Health, Safety and Physical Education • Kindergarten Early Learning Standards • Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|--|--|

mentoring

Status: In Progress — Upcoming

Date	Comment
10/28/2011	Students in grades 3, 4 and 5, participate in the Saturday School PSSA preparatory program from January until March to learn strategies to use for scoring proficient and/or advanced on state assessments.

Activity: Teaching Techniques and Strategies

Description: Improve Teacher Quality Improving Teacher Techniques and Strategies: Provide professional development opportunities that will help teachers develop effective techniques and strategies, including the following: Creating a culture of high expectations; Building background knowledge; Use of active engagement strategies; Directly teaching learning strategies; Using examples and analogies; Memory techniques, including learning for understanding, practice and mnemonics; Building students' knowledge of key concepts; Using multi-sensory techniques; Using cooperative group learning and discussion; Incorporating problem-based learning; Teacher task analysis of lessons; Developing an effective literacy block; Using higher order thinking and questioning; Solving higher order problems in mathematics and science; Using technology and software to accelerate learning; and Integrating literacy strategies across all content areas.

Person Responsible	Timeline for Implementation	Resources
McNeil-Sampson, Rosemaria	Start: 1/11/2008 Finish: 6/15/2012	\$90,600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	8	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Widener Partnership Charter School	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Improve Teacher Quality Improving Teacher Techniques and Strategies: Provide professional development opportunities that will help teachers develop effective techniques and strategies, including the following: Creating a culture of high expectations;	According to Vandervoort, Amrein-Beardsley, and Berliner (2004) the quality of a teacher in the classroom is the single most important factor in determining how well a child learns.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

Building background knowledge; Use of active engagement strategies; Directly teaching learning strategies; Using examples and analogies; Memory techniques, including learning for understanding, practice and mnemonics; Building students' knowledge of key concepts; Using multi-sensory techniques; Using cooperative group learning and discussion; Incorporating problem-based learning; Teacher task analysis of lessons; Developing an effective literacy block; Using higher order thinking and questioning; Solving higher order problems in mathematics and science; Using technology and software to accelerate learning; and Integrating literacy strategies across all content areas.

- 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.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

- principals
- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)
- Science and Technology
- Arts & Humanities
- Civics and Government
- Environment and Ecology
- Health, Safety and Physical Education
- Kindergarten Early Learning Standards
- Mathematics
- History
- Career Education and Work
- Family and Consumer Sciences
- Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity |
|--|--|

Status: In Progress — Upcoming

Strategy: Students will participate in balanced literacy instruction.

Description:

Activity: Pilot Reading Programs

Description: Teachers and administrators will pilot reading programs before selecting a program that will align with the newly developed curriculum framework.

Person Responsible Timeline for Implementation Resources

Daniels, Katrina Start: 2/23/2012 -
 Finish: 2/23/2012

Status: In Progress — Overdue

Date	Comment
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3/9/2012	The new Reading program will be selected in May after the pilot program is complete and after the teachers and administrators have agreed on the new Reading program.
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Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: 95% Participation Rate for PSSAs.

Description: Maintain at least a 95% Participation Rate on PSSAs.

Activity: Implement PSSA Readiness Utilize PDE's Classroom Diagnostic Assessments and PDE PSSA released items

Description: Utilize PDE's Classroom Diagnostic Assessments and PDE PSSA released items to improve students' participation in - and participation on the PSSAs.

Person Responsible	Timeline for Implementation	Resources
McNeil-Sampson, Rosemaria	Start: 9/30/2011 Finish: 6/11/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Widener Partnership Charter School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will become familiar	The SAS portal aligns state	<i>For classroom teachers, school</i>

with PDE tools, such as SAS and The Classroom Diagnostic to improve their teaching and increase participation and proficiency rates on the PSSAs.

and federal standards to provide best practices for teaching and learning.

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.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- 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.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

- principals
- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)
- Science and Technology
- Health, Safety and Physical Education
- Kindergarten Early Learning Standards
- Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|--|--|

Status: In Progress — Upcoming

Date	Comment
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10/28/2011	Students in grades 3, 4 and 5, participate in the Saturday School PSSA preparatory program from January until March to learn strategies to use for scoring proficient and/or advanced on state assessments.
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Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- Student Assessment- PSSA

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Curricular Overview

The Widener Partnership Charter School has developed its overarching curricular goals and objectives using the academic standards prescribed for Pennsylvania schools as a framework. The curriculum goals and objectives are based on interdisciplinary themes and are incorporated into instruction in the special subject areas of art, music, Spanish, and physical education. In addition, a school-wide theme for the year (WPCS has the keys to success!) has been created with 9 monthly foci around which our social studies curriculum evolves. These foci include: teamwork, community building, sharing, caring, dreams, friendship, dedication, courage, and adventure. These keywords provide guidance in reference to field trip connections, school-wide projects, and coordination with our Second Step program, a weekly program facilitated through Widener University's Social Work Consultation Service (SWCS) intern program. In addition, content area overviews are provided below.

Language Arts

The Rigby Literacy program combines whole-class modeling and instruction with targeted small-group instruction to meet every child's instructional need. The Rigby Literacy Program has a long and rich track record of success. It is built on a balanced combination of whole class and leveled small group activities. Key components of the program include guided reading (that includes both independent fiction and nonfiction text), shared reading, writing, phonemic awareness, and assessment. The modeled reading and writing components focus on developing phonemic awareness and fluency, while the shared reading emphasizes phonics, vocabulary, and comprehension. Assessment pieces include benchmark books, selection quizzes, quarterly tests, and Rigby Reads pre- and posttests.

Mathematics

A comprehensive, core math program, the Saxon Math series offers additional hands-on and enrichment activities, problem-solving and performance tasks for all grade levels. The new textbooks also include more support for English Language Learners, ways to differentiate instruction, and open-ended questions for students to practice justifying their reasoning and to illustrate that they have learned the necessary skills and concepts. In addition to teacher planning resources and professional development tutorials for the new content, the revised series features the Benchmark Assessment Generator to help educators set benchmarks and track standards.

Based on more than 20 years of measurable success and built upon the idea that learning is cumulative, Saxon Math programs distribute instruction, practice and assessment of related concepts throughout the school year, while meeting evolving state standards. Using Saxon Math, students work toward mastery in three ways: by reviewing, maintaining and building upon previously learned skills; through direct, explicit instruction of new content, mathematical thinking and vocabulary; and by applying, reinforcing and demonstrating cumulative learning.

Science

FOSS (Full Option Science System) is a research-based, classroom-tested program that helps students to learn science by doing science. FOSS provides inquiry-based learning to promote scientific literacy and student achievement. The program's modular design provides instructional versatility, and the equipment kits come with all the components needed to teach key concepts through an engaging scientific process. Correlated to National and State Science Education Standards, the FOSS modules are designed to monitor student progress in content knowledge, conducting investigations, and building explanations. In addition, our school has a relationship with the John Heinz Wildlife Refuge in Tincum, PA. Each grade visits JHWR several times per

year to support their experiential learning in environmental education. As well, our students have nurtured a butterfly garden. We are currently looking for opportunities to increase student learning in environmental education and have teamed up with Widener University Science Education professor Dr. Nadine McHenry in this regard.

Rigorous Instructional Program - Attachment

- Induction Plan Approval Letter

English Language Learners

At this time, our school does not have a ELL student population. However, we have attached our ELL program description in order to prepared for such an occurrence.

English Language Learners - Attachment

- English Language Learners

Graduation Requirements

Our school is a K-6 elementary school. We do not graduate students at this level.

Special Education

Widener Partnership Charter School has certified Special Education instructors to provide services to students in the least restrictive settings appropriate, according to developed Individualized Educational Plans (IEPs). A strengths-based approach is emphasized, including early identification and intervention so as to prevent the development of deficits that can have cumulative detrimental effects on overall development and the acquisition of academic skills. All students who are entitled to special education services in the local public school setting receive these services at the Widener Partnership Charter School from our Special Education Instructors both in an resource capacity as well as through itinerant support. Approximately 35 students qualified for Special Education services.

Speech and occupational therapy is provided through Pediatric Therapeutic Services, Incorporated (PTS). The speech therapist visits our school once a week and the occupational therapist visits once per week. In addition, we contract with the DCIU for additional speech services.

Special Education - Attachment

- Special Education Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
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Timothy Lyons	1.0	Itinerant/resource	Widener Partnership Charter School	20	Teacher Tim provides in-class itinerant support to those students who benefit from the "push in" model. In addition, he has a resource period each morning for those students who benefit from additional small-group and one-on-one support outside of the regular classroom setting.
Gary Mazza	1.0	Itinerant/resource	Widener Partnership Charter School	15	Teacher Gary is responsible for ensuring that students with a disability receives the modifications/ accommodations that are necessary for them to have success within the general classroom.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Delaware County Intermediate Unit	1.0	Emotional Support	Collingdale School	1	A third grade student was transitioned to the Collingdale School to receive emotional support services.

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	Widener Partnership Charter School	1.0
Special Education Teacher	Widener Partnership Charter School	1.0
Social Worker, Grades 3-6	Widener Partnership Charter School	.25
Social Worker, Grades K-2	Widener Partnership Charter School	.25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Solutions, Inc.	OT (Individual)	2 hours
Delaware County Intermediate Unit (DCIU)	Speech/Language Therapy (Small Group & Individual)	8 hours
Pediatric Therapeutic Solutions, Inc.	Speech/Language Therapy (Small Group & Individual)	4 hours
Neuropsychology Assessment Center at Widener University	Psychology and Intern Supervision	5 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Terra Nova	Yes	Yes	Yes	No	No	No
DIBELS	Yes	Yes	Yes	Yes	Yes	Yes
PSSA	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
na	No						

Student Assessment

Students in grades 3, 4, and 5 took the PSSA in the Spring. To help our students prepare for testing, we made several changes to our instructional program. First, we organized our classroom cohorts based on PSSA and Terra Nova score reporting. During our month-long professional development sessions with staff members, we asked all teachers, including specialists, to make recommendations regarding preliminary class lists that were compiled according to student performance.

After spending several hours as an entire staff discussing each student's individual performance and anticipated needs for the upcoming year, we created three cohorts of 17 students that we felt strongly would work well together to make the greatest academic gains. Next, we instituted a Saturday Program for students in the third, fourth, and fifth grade. We held 10 sessions in the spring to help students review test strategies that would help maximize their successes. Finally, we instituted the Study Island online test prep software into our weekly schedule. We feel that these three strategies contributed greatly to our student's success on the PSSA this year.

To better gauge student progress in terms of literacy benchmarks, all 250 students were assessed using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) three times this year. In addition, teachers use portfolio demonstrations during Parent-Teacher conferences as opportunities to share student progress in accordance with state standards and benchmarks. Each marking period, classroom teachers are required to select three pieces of writing to demonstrate student progress to parents throughout the academic year. As well, teachers often compare student work in professional development sessions with benchmark papers to determine rates of student progress with state expectations.

Student Assessment - Attachment

- Terra Nova 2010-2011

Teacher Evaluation

The Widener Partnership Charter School Teacher Evaluation Plan is a document comprised of four Domains upon which teacher progress is measured annually: Planning and Assessment, Instruction, Safety and Learning Environment, and Professionalism. Teachers are given an opportunity to document their

perspective of how they feel they have addressed each of these points throughout the year in a written narrative. Teachers are allowed to submit the written narrative to the principal during the springtime, when formal evaluations are written. These comments are then discussed and integrated with the results of classroom observations to produce a final evaluation on each classroom instructor.

During this school year, the Interim Principal and the Assistant Principal conducted both the formal and informal evaluations of the school faculty. The Assistant Principal also served as a classroom coach, modeling instructional practices that best support student learning. The Assistant Principal is involved in several initiatives that expose her to best practices in professional.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2011 academic year, the Chief Executive Officer resigned from her position. In February 2010, Dr. Sterling Marshall, an experienced administrator and educator, was named interim Principal for the balance of the academic year while a search for a new CEO was launched. The search committee was comprised members of the Board of Trustees, including the Chair, Vice Chair, Treasurer, and four additional board members. The successful search resulted in the hiring of Ms. Rosemaria McNeil-Sampson. Ms. McNeil-Sampson brings over 30 years of experience as a teacher and administrator in public and private school settings in Pennsylvania. Ms. McNeil-Sampson assumed the position of CEO on July 1, 2011.

The membership of the Board of Trustees remained the same, except for the addition of one new board member to replace a resigning member. Dr. Marshall, the Interim Principal, was asked to fill in for the CEO until a replacement was hired. The terms of five founding members of the Board were renewed for second three-year

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Dr. Stephen Wilhite	President
Dr. Paula Silver	Vice President
George Hassel	Secretary

Joseph Baker	Treasurer
Dr. Virginia Brabender	Member
Dr. Michael Ledoux	Member
Dr. Marcine Pickron-Davis	Member
Dr. Robin Dole	Member
Rev. Sidney Harrell	Member
Gwendolyn Smith	Member
James Turner	Member
Charles Gray	Member
Rev. William Brown	Member
Crystal Harrison	Member
Dr. Annette Anderson	Member
Dr. Sterling Marshall	Member
Barbara Muhammed	Member
Ursula G. Watson	Member
Dr. John Poulin	Member

Professional Development (Governance)

Widener Partnership Charter School heard a presentation by the Board Treasurer, Mr. Joseph J. Baker, on reviewing and interpreting the Charter school financial reports, audit reports, budget proposals and IRS requirements and forms. The Board Secretary, re-oriented the Board to the conflict of interest requirements.

The following Board members were present:

Dr. Stephen Wilhite, Dr. Sterling Marshall, Rev. William Brown, Dr. Robin Dole, Rev. Sidney Harrell, Mrs. Crystal Harrison, Mr. George Hassel, Dr. Michael Ledoux, Dr. Marcine Pickron-Davis, Dr. John Poulin, Dr. Paula Silver, Mr. James Turner, Ms. Ursula Watson, and Ms. Gwendolyn Smith.

At the next regular meeting of the Board of Trustees, scheduled for December 2011, members' participation in the governance of the school will be addressed further. The Secretary of the Board of Trustees, also the Vice President for Administration at Widener University, will lead a session focused on Board members' responsibilities to be aware of relevant legislation (e.g., the Charter School Act 22 of 1997, the Sunshine Law, and the Public Officials Act) and expectations regarding Board members' remaining active in the work and deliberations of the Board. Representatives from the University's Center for Education will present an overview of changes in No Child Left Behind legislation and Department of Education requirements.

Coordination of the Governance and Management of the School

The members of the original Board of Trustees include 11 individuals who were members of the Widener Partnership Charter School's founding coalition. A number of these individuals are administrators and faculty members from Widener University who either have expertise directly relevant to the planning and operation of a K-8 school or who have supervisory responsibility for Widener staff and students who will be working directly in the school. Other members of the Board are Chester residents with prominent leadership roles in the community, as well as individuals who have a history of involvement in Chester through their work in organizations that serve this community and parents or caregivers of current students. Members of the Board serve on a rotating basis, with a third of the Board rotating off the Board in the next three years, followed by a second third rotating off in four years, and the final third rotating off in the charter's fifth year. This allows the Board to bring in new members from the Widener and Chester communities on an ongoing basis, as well as allow members with time conflicts to cede their seat to other members with better availability.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Schedule

Community and Parent Engagement

The Parent Caregiver Council (PCC) of the Widener Partnership Charter School serves a pivotal role in the school's operations. Membership in the PCC is open to all parents and caregivers of students enrolled in Widener Partnership Charter School. The role of the PCC is to provide an organized forum for parents and caregivers, as a group, to offer input and feedback to the school's administration regarding all aspects of the school's operations. The PCC held monthly meetings on topics of concern for the entire school community. Our School Social Worker was always on hand to offer suggestions regarding upcoming community events and resources, as well as to meet with parents on an individual basis.

In addition, we held several forums to discuss issues germane to the school through the creation of the Parent Academy. Throughout the academic year, sessions were taught by other parents and or Widener University faculty. Sessions included such timely topics as Family Literacy, Homework Help, Fitness and Health, Managing Post-partum Depression, and Reading Aloud to Your Children.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

On an ongoing basis, WPCS will be coordinating efforts with Widener's development office to seek additional funding for infrastructure and programmatic support.

Fiscal Solvency Policies

The Charter School prepared an annual budget with the focus on providing quality education and utilizing all available resources in establishing a strong foundation. Most of the school's revenue is provided by the local school district based on enrollment. The school actively seeks other sources of grant funding as eligible. Additionally, Widener University fully supports the development and growth of the charter school and has provided the school with many additional resources including financial resources, health & educational services, human resources and other professional services.

Accounting System

Widener Partnership Charter School uses Datatel Colleague Financial software residing at Widener University. The Charter School's accounts are segregated and structured to comply with Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school utilized Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and financial reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2010 Preliminary Statement of Revenues, Expenditures & Fund Balances

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

The audit of Widener Partnership Charter School for fiscal year ended June 30, 2010 was completed in August, 2010. The audit firm is: LarsonAllen LLP, Nonprofit and Government, 18 Sentry Park West, Suite 300, Blue Bell, PA 19422-2327

The audit for fiscal year ended June 30, 2011 was completed in August 2011.

The audit for fiscal year ended June 30, 2012 will be completed in August 2012.

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

- Widener Partnership Charter School

Citations and follow-up actions for any State Audit Report

Widener Partnership Charter School is in its fifth year of operations and did not have a state audit.

SECTION VII. FACILITY RESPONSIBILITIES

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

In the summer of 2010, sections of both floors of the new Widener Partnership Charter School home was renovated to accommodate for new classrooms as well as a new first floor administrative suite including conference room, administrative offices, nurse's suite and teacher's lounge. In addition, the former administrative suite on the second floor was converted into two additional classrooms to make more room for incoming fifth grade students. In addition, two kindergarten bathrooms will be converted for school-wide use.

Future Facility Plans and Other Capital Needs

In the Spring of 2011, the Chester Upland School Board approved a request by Widener University to expand the Widener Partnership Charter School to include grades six through eight. With the expansion, the school will add 50 students in sixth grade in fall 2011, and the same number of students in seventh and eighth grades in 2012 and 2013 for a total enrollment of 450 students. There are plans to build onto the existent building that will house the additional students.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Since Widener Partnership Charter School completed its first year, our school has coordinated with the Widener University fire marshal to ensure that our students followed all fire safety standards. This included monthly timed fire drills, where our students would be safely and expeditiously escorted to various locations each approximately 300 yards from the nearest school entrance. As well, our Emergency Evacuation plans were prominently placed in each classroom by the exit.

Widener Partnership Charter School has had a full-time nurse for the past four years. Our nurse made sure that our school was in compliance for all health and immunization records. In addition, our nurse planned several community outreach programs for students and their families, including one on Helmet Safety, Gun Safety and personal hygiene. Our school also held a Lead Screening program for all students, a program that led to some families having other children in the home tested for high levels of lead. She also invited speakers from Widener University to present on such topics as Ways to Cope with Post-partum Depression.

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

- Health and Wellness Policy
- SHAARS Report 2010-2011

Current School Insurance Coverage Policies and Programs

Below is a list of our school insurance coverage policies.

Health Insurance: Independence Blue Cross

Specific products: Personal Choice [PPO], Keystone Health Plan East - Health Maintenance Organization [HMO] & Keystone Health Plan East - Point of Service [POS]

General Liability: Philadelphia Insurance Company
Policy # PHPK181195

Current School Insurance Coverage Policies and Programs - Attachments

- WPCS Insurance Information
- WPCS Insurance Outline

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

This year, we had twenty highly-qualified elementary classroom teachers on our staff. Two of these were new positions that were added this year as a result of our burgeoning growth in adding 50 new students each year until we reach grade five. The new positions we added this year included two fifth grade teachers and one special education teacher. In addition, we have a full-time teacher for the following special subjects Art, Spanish, Physical Education, Drama, and Music teacher.

Quality of Teaching and Other Staff - Attachment

- PDE Form 414

Student Enrollment

In September of 2010, we opened with full enrollment of 300 students in grades K-5.

In accordance with state law, we employ a lottery system for our kindergarten selection because we typically have more applicants than spaces. Students who are not initially admitted to the incoming class are able to be put on a numbered wait list. During the year, if a space becomes available, we invite students to be admitted according to the waiting list. We still have a waiting list of at least 100 students in all grades. Families who tend to leave our school do so primarily because they are moving out of the area we serve.

Student Enrollment - Attachment

- Admissions Procedures

Transportation

The Widener Partnership Charter School partners with the Chester-Upland School District provide transportation service for all students who live more than 1.5 miles from the school. In

addition, our one student who attended the Collingdale School had transportation provided through the Chester-Upland School District as well.

Food Service Program

Our Food Service Program is provided through the Nutritional Development Services (NDS) of the Archdiocese of Philadelphia. In concert with this program, our school is able to offer the Free and Reduced Lunch program. NDS makes a variety of nutrition programs available to elementary schools. The School Lunch Program provides high quality, nutritious lunches to school students. A typical meal includes a hot entree, a fruit or vegetable side dish, and milk. The meal provides students with one-third of their Recommended Daily Allowance for key nutrients and calories. Depending on family income the lunch is free or is available at a reduced price of \$.40 per day or at a full price of \$1.90 for children in grades K-6. Approximately 69% of the Widener Partnership Charter School students qualified for either free or reduced lunch during the 2010- 2011 school year.

Student Conduct

Because the Widener Partnership Charter School aims to create a student-centered environment in which all students are held to high academic and behavioral standards, the school's programmatic thrust has been organized around the development of skills to help students succeed in working both independently and cooperatively with peers. Our school discipline policy has been designed to affirm the holistic development of each child, as well as to support independent conflict mediation in preparation for adulthood.

We believe in the peaceful resolution to conflict, respect for others, and joy in the learning process. In addition, community rules include:

1. Treat all people with respect.
2. Walk respectfully through the halls and in public spaces.
3. Resolve all conflicts non-violently.
4. Respect our school property and help to take care of our school.
5. Respect the learning process and keep all interferences to it, including toys and games, at home.

Student Conduct - Attachment

- WPCS Disciplinary Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2011

The Widener Partnership CS within Delaware County IU 25 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
2010 - 2011 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 Widener Partnership 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: Sterling Marshall **Title:** Dr.
Phone: 610-872-1358 **Fax:** 610-872-1794
E-mail: 610-872-1794

Signature of the Chief Executive Officer and Date

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

Name: Michael Ledoux **Title:** Dr.
Phone: 610-872-1358 **Fax:** 610-872-1794
E-mail: 610-872-1794

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Timothy Lyons **Title:** Mr.
Phone: 610-872-1358 **Fax:** 610-872-1794
E-mail: 610-872-1794

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page 2011