
Pennsylvania Department of Education



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

Charter Annual Report

Tuesday, May 07, 2013

(Last Accepted: Friday, December 02, 2011)

Entity: Young Scholars Frederick Douglas Charter School

Address: 2118 W. Norris St.
Philadelphia, PA 19121-2100

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2012 - 2013

Name of School: Young Scholars Frederick Douglas Charter School

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

Length of Charter: 5 years **Opening Date:** August 31, 2010

Grade Level: K-8 **Hours of Operation:** 8AM - 4PM

Percentage of Certified Staff: 75% **Total Instructional Staff:** 70

Student/Teacher Ratio: 11 students / 1 teacher **Student Waiting List:** Not applicable

Attendance Rate/Percentage: 92%

Second Site Address, Phone Number and Site Director:
N/A

Summary Data Part II

Enrollment: 740 **Per Pupil Subsidy:** Reg. \$8,773.03; Sp. Ed. \$19,422.86

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	99%
Hispanic:	1%
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
99%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 142

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	186	186	186	0	1337
Instructional Hours	0	0	1337	1337	1337	0	1337

SECTION I. EXECUTIVE SUMMARY

Educational Community

Young Scholars Frederick Douglass Charter School is a K-8 independent charter school based on the model developed at Young Scholars Charter School. In the Fall of 2010, as part of the Renaissance Initiative, the School District of Philadelphia invited the original Young Scholars Charter school to convert the District's struggling Frederick Douglass Elementary School in North Philadelphia into a charter school serving grades K-8.

Young Scholars Charter School and its managing organization Scholar Academies brought to Young Scholars Frederick Douglass is a systematic, stringent and rigorous school-wide approach with a proven track record of closing the achievement gap for low-income, minority students in Philadelphia. Our educational philosophy is designed specifically to drive growth in student achievement. The systems-centered approach provides the framework as well as support services that under-prepared students need to achieve at grade level and beyond. The overall educational philosophy described above has driven student achievement and dramatic school culture changes at Young Scholars Frederick Douglass Charter School.

Mission

Young Scholars Frederick Douglass Charter School prepares students to attend and succeed academically in high school and college, and Young Scholars Frederick Douglass Charter School provides students with a foundation of life skills required to become productive members of their communities.

Vision

Young Scholars Frederick Douglass Charter School is dedicated to being the best school in the City of Philadelphia, and we will work in every way possible to close the achievement gap for inner-city students. In doing so, we will provide a rich educational opportunity for our students and seek to contribute to the academic success of schools throughout the country.

To realize our vision, Young Scholars Frederick Douglass Charter School is committed to fulfilling a four-part plan focusing on academic excellence, high school placement/tracking, human capital and replication.

1. Educational Excellence: We will work to achieve measurable academic results and to provide our students an exceptional education on par with the best elementary and middle school education offered anywhere in the country. We will deliver an enhanced curriculum stressing math, reading and language arts but also including science, social studies, art and a wide array of extracurricular activities. We will quantitatively and qualitatively assess student progress and needs on an individual basis to ensure that every student exceeds our expectations of excellence.

2. High School Placement/Tracking: We will work to place our middle school students in the best high schools in the region, with appropriate scholarships, and to ensure that students are prepared to transition successfully to these schools. Beginning in 6th grade at Young Scholars Frederick Douglass Charter School, we will provide a high level of support to students and families as they focus on the high school selection process. Additionally, throughout high school and into college, graduates are tracked and supported as they continue on their path to excellence.

3. Human Capital: We will work to attract and retain the most qualified, deeply committed and mission-driven faculty and administrative personnel. We will create a team environment that enables students, families/guardians, faculty, staff, trustees, volunteers, and partners to build on each other's strengths as we work together to provide the highest quality education for our students.

4. Replication: We will work to be recognized as a model inner-city school based on our student success and innovative educational practices. Young Scholars Frederick Douglass Charter School will seek to replicate this success elsewhere for underserved students in Philadelphia and in other cities, by actively and freely sharing our best practices.

We are one of a handful of charter schools in Philadelphia that uses a focused, progressive educational approach designed specifically to close the achievement gap for low-income students, who come to our schools severely unprepared. This approach includes:

- extended school day and extended school year

- more in-school time per year than the local school district
- school-created, standards-based curriculum delivered using a results-oriented instructional model
- comprehensive teacher support and development
- use of data and assessments to drive achievement and interventions
- relentless pursuit of school culture (P.A.T.H., Professional, Attentive, Thoughtful, Hardworking) designed to spur academic success
- school-wide staff and teacher commitment to do whatever it takes to provide our students with as an enriching and rewarding educational experience as possible
- enriching after-school programs and tutoring
- high school placement program

Shared Values

Young Scholars Frederick Douglass Charter School is unique in that it blends structure, discipline, and order with an environment that fosters and encourages individual (and group) achievement, creativity, and compassion. It accomplishes this by:

- providing a firm foundation in reading, writing and mathematical skills
- partnering with parents to encourage students to reach their maximum potential
- providing mentoring and tutoring opportunities for students needing extra help
- utilizing technology to maximize learning
- including science, social studies, computers, art and physical education for all students
- providing a wealth of extracurricular activities designed to enrich students' academic experience creating an environment of mutual respect within the entire Young Scholars Frederick Douglass Charter School community

The over-riding belief of the school is that every child is capable of achieving the high goals set forth in the curriculum.

Academic Standards

Based on the research conducted by Grant Wiggins and Jay McTighe, as outlined in their book *Understanding by Design*, the Young Scholar's curriculum is teacher-created, backwards-mapped, and standards-aligned. All curriculum is created from scratch using a backwards planning process, beginning with a course objective linked to a Pennsylvania Commonwealth Standard and then articulated as a productive, engaging, measurable lesson.

Teachers create their own curriculum to develop a course that is designed specifically for our students, city, and state, allowing for the most targeted approach to instruction. Additionally, in creating one's own curriculum, there is greater sense of understanding of objectives, content and purpose. The belief is that this deeper understanding results in instructional delivery with an increased sense of ownership which, in turn, more securely invests students in the course and improves student achievement. While the approach calls for an entirely school-created curriculum for all subjects, textbooks and supplementary materials are used as resources.

Curriculum development is an important part of what every teacher does and a great deal of time and energy is spent documenting this work in a consistent and 'usable' format. Teachers must develop curriculum aligned with the Pennsylvania Commonwealth Standards. While state learning standards,

objectives, and skills are not all-encompassing, **they must serve as the starting point for all teacher planning and course curriculum.**

All curricula are comprised of **clear and measurable standards**, which are defined as those that clearly define what students should know and those that can be easily assessed.

Even if every classroom activity is not reflective of the State standards, teachers must ensure that every unit addresses Pennsylvania standards and that every Pennsylvania standard receives sufficient attention during the school year.

Overview of Curriculum Writing and Planning Process

Long term unit planning is highly effective in keeping classes on pace, reaching long-term goals and delivering content that is both relevant to students and engages them in learning.

In order to maintain and achieve the highest of academic expectations, fulfill our ambitious, challenging and urgent mission, and provide our students with rigorous, college-prep classes, teachers at Young Scholars Frederick Douglass Charter School are responsible for answering and continuously reflecting upon the following three questions:

- 1. What do my students need to know?**
- 2. How are students going to learn the skills and content that they need to know?**
- 3. How will I know if students understand and master the skills and content that I have taught?**

To best answer these questions, teachers are required to use the following methodology and tools:

What do my students need to know?

- At the beginning of the year, teachers examine and understand the Pennsylvania State Standards (as well as released examples of questions from previous year's PSSA exams) for their particular subject and grade level.
- Teachers break down these frameworks into clear and measurable Young Scholars Frederick Douglass Charter School learning standards. Teachers should review these standards throughout the year to ensure consistent alignment.
- Teachers internalize school-wide Big Goals and ensure that their course content is designed to lead to attainment of these goals. Additionally, they develop a **Big Goal** for their class.

How are my students going to learn the skills and content that they need to know?

- At the beginning of the year, teachers use their learning standards to create a **Scope and Sequence** that provides them with a roadmap of the year ahead. If needed, this document is revised throughout the year to reflect sequencing adjustments.
- Teachers translate the scope and sequence into a **Unit Sequence Calendar**. This document will likely be revised throughout the year to reflect pacing adjustments.
- Teachers use the Scope and Sequence, and Unit Sequence Calendar, to create a **Course Description**, which publicly outlines the significant teaching and learning that is accomplished by the end of the academic year.
- Teachers create **Unit Plans** at least one week before that unit begins.
- Teachers translate their Unit Plans into **Daily Lesson Plans**.

How will I know if students understand and master the skills and content that I have taught?

- Throughout the year, teachers look specifically at school-wide assessments and results to determine student readiness for content before every unit begins and to adjust units to account for least mastered standards and necessary re-teaching. If necessary, teachers develop **Pre-Diagnostic Assessments** that students take before every unit begins.
- Teachers are expected to create **Summative Unit Assessments** before every unit that is taken at the end of every unit.
- Teachers will employ a variety of other formal and informal assessments to gauge mastery.

Step by Step Approach to Writing a Standards-Driven Curriculum

Step 1: Creating a Big Goal

The purpose of a “Big Goal” is to help create a sense of purpose and make tangible a trajectory of progress for a given school year. A “Big Goal” for a class is what it states; it should be clear and compelling, fall outside of the comfort zone, and be bold and exciting. This Big Goal could be that, “by the end of the year, 80% of my students will score proficient or advanced on the math PSSA” or, “my students will show two grade levels growth in reading.” This goal is not just for a teacher, but also for their students. A Big Goal invests students in their progress and helps teachers assist in their success. The Big Goal is helpful in producing a culture of achievement where students take ownership of their learning and consider distractions a disservice.

Step 2: Scope and Sequence Creation

1. Read through the subject appropriate Pennsylvania Academic Standards in entirety as it is important to know the big picture, where learning standards, content skills, and subject themes overlap. Whenever possible, review and incorporate the standards of other area schools to create a complete picture of high academic expectations.
2. Re-read through grade specific learning standards and required concepts and skills. Know the standards and keep referring to them throughout the writing process. The breadth of knowledge and skills that must be taught throughout the year is the “Scope” of your curriculum. The order in which the content and skills are presented is the “Sequence” of your curriculum.
3. Record all of the learning standards and performance skills that you teach this year on the Scope and Sequence Template for the specific course.
4. Sequence the standards in the order in which they are assessed and expected to be mastered by the students.

Step 3: Unit Sequence Calendar Creation

Units can be based on content, skills, and/or themes. For example, it is appropriate to have one Social Studies unit for each of the ancient civilizations. In Science, it’s appropriate to have a small unit on the Periodic Table that is then used throughout other units. In Math, it is appropriate to begin with a review unit of addition and subtraction.

1. Based on the list of standards in your Scope and Sequence, decide the number of units for the year. Then, decide if all units are of equal duration or if certain units will require more time. It is fine to have a short two-week unit, but units should not take more than six to eight weeks.
2. Using a yearlong calendar, set the beginning and ending date of each unit. Start from your endpoint to ensure that all standards are met and timing of units is adequate. Where do you need to be in June?
3. Using the school calendar, break down units by weeks in terms of content topics and performance skills and insert on calendar. Read just schedule of units, number of weeks if necessary.

4. Schedule class testing days (and review days), research and other long term projects, including final and/or midterm assessments on the calendar. Read adjust schedule of units, number of weeks if necessary.
5. Record the unit number in which it is anticipated that students will have mastered the learning standard on the Scope and Sequence.
6. Throughout the year, check in with pacing of curriculum and readjust when necessary. Pacing is affected inevitably by unexpected missed classes or days off, topics taking more time than others, or incorporating time for re-teaching.

Step 4: Creating a Course Description

Each teacher is responsible for a Course Description that describes the highlights of the course, its learning standards and sequence of units for the year, as well as other teacher- and course- related information. Teachers are required to distribute Course Descriptions to the families of students at the start of the school year. It is also required that descriptions be maintained on the school-wide network. If any substantive changes occur to courses during the year, teachers are expected to update course descriptions on the network and re-distribute the amended version to students and families.

Step 5: Writing Daily Lesson Plans

The purpose of having Daily Lesson Plans is twofold: 1) to clearly define the desired outcomes and what exactly the students need to learn - clear expectations for student learning are in the best interest of the students, families, teachers, and school community; and 2) to provide a roadmap for how teachers will use each minute during a Lesson so time-on-task is maximized and time is not wasted.

It is required that teachers create Daily Lesson Plans a week at a time so that the standards being taught can easily be connected to the Scope and Sequence and Unit Sequence Calendar. When doing so, teachers should check the Scope and Sequence and Unit Sequence Calendar to make sure that required content and performance skills are covered in the Daily Lesson Plans.

The Daily Lesson Plan Template integrates the expectations of lesson formats. The most critical component of Daily Lesson Planning is creating a clear, specific, student-centered, measurable objective that is highly assessable.

Young Scholars Frederick Douglass Charter School teachers collaborate in content teams to develop a course description, unit plans, and daily lessons for all core subjects using the process outlined above. The DCIAs review these planning documents to provide feedback, coaching and support. Once the scope and sequence is complete, the School Director and teacher-leaders will create summative assessments aligned to the year-end outcomes.

Under the guidance and direction of the School Director, the team finalized school-wide big goals, developed summative assessments, mapped out learning goals and outcomes for the grade level literacy and math scope and sequences, and developed model unit plans. In the first year of operation, the math and literacy teacher-leaders developed three benchmark assessments to measure progress towards year-end outcomes and school-wide Big Goals.

During subsequent years, the team will focus on the creation of summative and benchmark assessments for Science and Social Studies as well as revise math and literacy assessments as needed. Teachers are asked to contribute to this process of revising and strengthening our school-created curriculum.

While teacher and school created curricula is the primary curricular component, teachers at the elementary level at Young Scholars Frederick Douglass Charter School are provided with supplemental curricular tools and resources to support literacy instruction in the classroom. An adapted

Reader's/Writer's workshop model is implemented for students in Kindergarten through 4th grade. At the earliest grades, core components of balanced literacy, which includes shared reading, shared and interactive writing, independent reading and writing, guided reading, and word study is adopted. To support literacy instruction, all reading and writing teachers are provided with the following:

- *The Art of Teaching Reading* by Lucy Calkins
- *Guided Reading* by Fountas and Pinnell
- *Units of Study for Primary Writing (K-2)*
- *Units of Study for Teaching Writing (3-5)*
- *Units of Study for Teaching Reading (3-5)*
- Scholastic Guided Reading Texts

Additionally, due to the complexity of the process to backwards map phonics, teachers in the lower grades will utilize Donald Bear's *Words Their Way* to provide systematic, research-based direct instruction in phonics, phonemic awareness, spelling and vocabulary. This word study program is a developmentally driven, hands-on approach where students examine, explore, manipulate, and categorize words. They develop a strong ability to hear and discriminate sounds, decode words and understand patterns of language. Through child-centered word sorts, students focus their attention on the critical components of words — sound, pattern, and meaning.

Strengths and Challenges

In 2009, as a school in the Philadelphia School District, the Frederick Douglass Elementary School missed all of its academic AYP targets and entered the 5th year of Corrective Action II status. Student achievement at the school as measured on State PSSA tests remained low over several years, despite a large number of interventions that had been implemented. After several years of extensive improvement efforts including several leadership changes at Douglass, the District and school community conducted a wide-ranging data analysis, examining student achievement data, school climate, attendance, student behaviors, teacher turnover, leadership issues, and parent satisfaction with the school. As a result of this analysis, the District determined that Douglass was persistently underperforming in multiple areas, and that a completely new model was needed to better serve the students and families of this North Philadelphia neighborhood. The school was designated a Renaissance School by the District in Spring 2010, and Scholar Academies was contracted to apply its successful model to the school and transform Frederick Douglass ES from one of the lowest performing schools in the district, with deep-seated attendance and behavioral problems, into a top-performing charter school in 5 years.

When Scholar Academies began the turnaround, we did so using the same consistent, whole-school approach to academics, culture, and organization with which we'd found so much success at Young Scholars Frederick Douglass Charter School.

Consistent, Whole School Approach

Young Scholars Frederick Douglass Charter School believes that academic excellence can only be achieved within a highly structured environment that drives the implementation of a singular, common approach to every school element. This maintains consistent expectations for students, increases efficiencies for teachers and staff, and, most importantly, leads to maximized time-on-task so that the achievement gap can be closed during a student's tenure.

Atop this foundation, there are five pillars that drive student success on a day-to-day basis:

- 1) Extended day and extended year so that students spend **more time in school**;

- 2) Standards-aligned, school created curriculum combined with a uniform approach to lesson planning/delivery to **consistently provide highly effective instruction**;
- 3) Transparent and strict student incentive and accountability system implemented to drive **positive student behavior and strong school culture**;
- 4) **Use of data** to measure overall school performance and to frequently measure student performance so that intervention strategies can be created when needed;
- 5) **Engagement of families and community stakeholders** to ensure strong connection to school and support of high expectations both in and out of school.

1) More time in school

Young Scholars Frederick Douglass Charter School maximizes student time on task and learning with an extended school day and extended school year, which provides students with at least 33% more time in class than students in a neighborhood public school. The extended schedule allows for a daily timeline where students have double reading and language arts and double math while maintaining appropriate class time for courses in science, social studies, physical education, computers, music, and art.

2) Highly effective instruction

Young Scholars Frederick Douglass Charter School consistently provides highly effective instruction by using its most valuable resource, its teachers, to execute the following:

- Rigorous, standards-based, objective-driven curriculum created at the School in all subject areas.
- Teachers use a uniform structure for every lesson to maximize use of instructional time. Additionally, teachers apply a consistent set of instructional strategies, which provides students with clear expectations for each class and promotes a smoother transition from subject to subject.
- There are 10 Instructional Standards used to define quality instructional delivery. The Instructional Standards are centered on the acronym "PROFICIENT" (see Section 2c) and serve to support teachers in effectively promoting the strongest school experience for students, both in terms of instruction and school culture. The Instructional Standards also serve as a framework for evaluating teacher quality and drive professional development for staff.

3) Pursuit of school culture

Young Scholars Frederick Douglass Charter School works tirelessly to create a school culture where there are "no excuses," where there is a palpable sense of "urgency," and where there are universal "high expectations." School culture is the platform for student achievement; this platform is built and maintained through structure, intense attention to detail, consequences, rewards, and a deep commitment and care for each and every student.

The school culture model encompasses a transparent, strict student incentive and accountability system inextricably linked to our student core values, PATH[1] and our student behavioral expectations, SMARTS[2]. Additionally, there is heavy focus on use of procedures, community-building, a token-economy discipline system and character-building.

4) Use of data

Young Scholars Frederick Douglass Charter School uses data extensively to measure student performance at a micro-level and to measure school performance at a macro-level. At the micro-level, a wide variety of assessments that vary in scope and delivery are administered throughout the school year and used to inform teachers' instruction and highlight skill areas necessitating intervention. At the macro-level, key indicators are used to inform leadership on school performance in a timely manner so that changes can be made when necessary.

5) Community and family engagement

Young Scholars Frederick Douglass Charter School believes in the collective commitment from students, families, parents and neighboring community to solidify a community culture of achievement. Since its launch, Young Scholars Frederick Douglass Charter School has put increased emphasis on a pro-active approach to engage community and families including the establishment of a role dedicated to focusing on these efforts. Young Scholars Frederick Douglass Charter School engages all those external people associated with student success, namely families and community stakeholders, through numerous outreach efforts.

As a result of these five pillars being instituted and the hard work of the entire staff for the past two years, Young Scholars Frederick Douglass achieved AYP in 2011-12. **This is the first time in over 10 years that this community has met AYP targets.**

[1] PATH: Professional, Attentive, Thoughtful, Hardworking

[2] SMARTS: Sit and stand up straight; Make good choices; Always on task and engaged' Respect, no excuses; Track the Speaker; Shine

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The following outlines the Continuous Improvement Process we will use at Young Scholars Frederick Douglass Charter School during its turnaround:

I. Reflect

Focus on determining the delta between where we were and where we needed to be.

- Evaluate teacher and leader effectiveness
- Evaluate school culture/student climate
- Allocate resources and updated schedule
- Review academic program, including curriculum and student expectations
- Gauge the family-school dynamic
- Outline operational and facility improvement needs
- Analyze current financial picture
- Review governance practices

II. Plan/Research

Surveyed the landscape — look for successful practices to adapt, adopt or emulate.

- Make connections with highly-effective schools and/or organizations
- Network with education leaders to understand trends in accountability and effective practice
- Gather tools, resources and methods on the “how to”
- Make organizational learning a priority
- Form relationships/alliances with human capital partners

III. Implement

Made short-term changes to high priority issues and initiated long-term, systemic changes to school operations, staff and governance.

- Hire mission-aligned teaching staff and secured commitment to the new direction
- Design a school-wide approach to positive, safe culture
- Extend teacher orientation
- Develop process for collaboration among faculty
- Provide parent-orientation for all current and prospective students
- Focus on investing students in the model
 - o Student orientation
 - o Contracts for non-violence, achievement and accountability
- Develop a deliberate and intentional use of data to drive student achievement
- Develop measurement protocols for on-going evaluation

IV. Measure

Design and launch a school-wide evaluation plan to determine successful measures.

- Academic program, including curriculum and student expectations
 - o PSSA
 - o GMADE/GRADE
 - o Quarterly benchmark assessments
 - o 4Sight exams
- Teacher and leader effectiveness
 - o On-going feedback
 - o Teacher surveys
 - o Exit interviews
- School culture/student climate
 - o Token-economy balances and trends
 - o Discipline trends
 - o Reward trends
- Resource allocation and scheduling
 - o Classroom specific data (homework completion, exit slips, quizzes/tests)
 - o Lesson-plan review and feedback
 - o Classroom observation and feedback, including video-taped lessons
- Parent-school dynamic
 - o Attendance at conferences, meetings and events
 - o Participation in Parent Action Committee (PAC) events

V. Reinvest

Focus on infusing organizational learning back into the system, adjust for continued improvement and retain what is working.

- Improve the community and family engagement strategy by developing more intentional outreach strategies
- Align strategically with best practice leaders to stay informed of trends in the charter school and education reform landscapes
- Align expansion efforts with school and national efforts for education reform

The five (5) phases of Continuous Improvement Process dictates how Scholar Academies approaches School Turnaround. It is important to note that turnaround is a process and one with an intense emphasis on striving for perfection and constant attention to detail, with flexibility to adjust to meet the needs of Young Scholars Frederick Douglass Charter School.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Fisher-Glenn, Gayle	RSAC	Parent	BOT
Lane, Megan	Teacher	Secondary School Teacher	CEO
MacArthur, Tracy	Scholar Academies	Business Representative	BOT
McCoy Lackey, Diane	RSAC	Community Representative	BOT
Pela, Onome	YSD	Administrator	BOT
Reedy, Roslyn	RSAC	Parent	BOT
Sawyer, Farish	Leadership Team	Administrator	CEO
Scelfo, Megan	Student Services Coordinator	Special Education Representative	CEO
Ward, Chanel	Teacher	Elementary School Teacher	CEO
Wiggins, Jaquiline	RSAC	Community Representative	BOT
Wilcox, Jana	Scholar Academies	Business Representative	BOT

Goals, Strategies and Activities

Goal: Meet Math & Reading State Goals, Make AYP in Math & Reading

Description: Reading:

2010 - 2011 We will make AYP by achieving 72% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated GM score.

2011 - 2012 We will make AYP by achieving 81% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated GM score.

Math:

2010-2011 - 67% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated GM score.

2011-2012 - 78% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated GM score.

Strategy: Community and Family Engagement

Description: Young Scholars Frederick Douglass Charter School believes in the collective commitment from students, families, parents and neighboring community to solidify a community culture of achievement. Since its launch, Young Scholars Frederick Douglass Charter School has put increased emphasis on a pro-active approach to engage community and families including the establishment of a role dedicated to focusing on these efforts. Young Scholars Frederick Douglass Charter School engages all those external people associated with student success, namely families and community stakeholders, through numerous outreach efforts.

Activity: Connection with the Local Neighborhood / Open Door Policy

Description: Focusing on strong relationships in the neighboring community is critical to developing community support for the mission and approach to student achievement. In the event that a parents or guardian would like a more in depth orientation to the school day at Young Scholars Frederick Douglass Charter School, they are invited to shadow their student for (part of) a school day. Families are oriented by the Director of Culture or School Director to the building, provided with a daily schedule and welcomed into the school community. Following this visit, an administrator meets with the parent or guardian to reflect on their findings and address any concerns that may have arisen.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Engagement of community based organizations

Description: The school is continually gathering input from parents and community members regarding ideas and partnerships that can be utilized to assist the school in meeting its mission for all of the school's students and families. The school has had numerous partnerships with community organizations, including, among others, Teach For America, Freedom Theater, Blue Horizon, Columbia North YMCA, Temple University, The Clay Studio, Journey Home, Spells Writing Lab, 954 Dance Movement Collective, Koresh Dance Company, After School Activities Partnership (ASAP), Breaking Barriers, Global Citizen, Breakfree Design Group, and Outward Bound.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/21/2012 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Family/Teacher Communication

Description: Opening the lines of communication between Young Scholars Frederick Douglass Charter School faculty and families is a critical component to family investment in student achievement. Parents regularly hear from teachers in a range of subjects. These phone calls by nature address both positive and negative occurrences and are intended to foster a dialogue. Additionally, there is required attendance at a parent orientation, so that all families are aware of the standards for and expectations of their students. They are also required to attend conferences regarding report cards, so that there is a clear dialogue about their student's progress and path forward.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/21/2012 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Neighboring Community Engagement

Description: Focus on strong relationships in the neighboring community is critical to developing community support for the mission and approach to student achievement. In 2011-12, Young Scholars Frederick Douglass Charter School will take a proactive approach to building community support and has engaged a part-time Community Engagement Specialist who is a trusted, community organizer in the surrounding neighborhood. As a part of his tasks, the Community Engagement Specialist organizes visits to school's campus. These visits include a tour, a brief overview of the model and sitting in on a morning Community Circle. The intent is to cement the school as a central part of the community and to promote the collective commitment to success.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/21/2012 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Renaissance School Advisory Council (RSAC)

Description: Young Scholars Frederick Douglass Charter School works closely with the Renaissance School Advisory Council (RSAC) as a partner with Young Scholars Frederick Douglass CS in the following ways:

- Design and execute summer engagement events at the school, such as a BBQ and a Summer Festival, Drumming Workshop, etc.
- Serve as a Community Liaison to the Board of Trustees.
- Attend parent workshops and report back to the RSAC

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Highly Effective Instruction

Description: Young Scholars Frederick Douglass Charter School consistently provides highly effective instruction by using its most valuable resource, its teachers, to execute the following:

- Rigorous, standards-based, objective-driven curriculum created at the School in all subject areas.
- Uniform structure for every lesson to maximize use of instructional time. Additionally, teachers apply a consistent set of instructional strategies which provides students with clear expectations for each class and promotes a smoother transition from subject to subject.
- Instructional Standards that serve as a framework for evaluating teacher quality and drive professional development for staff.

Activity: All grade and subject teachers follow uniform instructional standards

Description: All grade and subject teachers follow uniform instructional standards:

(P.R.O.F.I.C.I.E.N.T.):

- Planned, Prepared and Purposeful
- Rigorous and Urgent
- Objective Aligned and Driven
- Feasible
- Individualized
- Connected (School, Scope, Student)
- Incorporate Data Analysis
- Engaging and Energizing
- No Excuses
- Task Master

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Backwards Mapped Curriculum

Description: Teachers develop their own curriculum from scratch and backwards map it to content standards. They do consult pre-established curriculums as a resource, including Reading Horizons, Key Math and Rewards Reading.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Consistent and high-quality homework assignments

Description: It is essential that students continue their learning at home with written, standards-based homework. Teachers are expected to supplement each and every lesson with a homework assignment. Homework assignments should take approximately 30 minutes to complete. The assignments are clearly linked to the objectives covered by the classroom teacher and are designed to require students to efficiently apply and reinforce their knowledge. As independent practice, homework is an effective forum to review prior material, assess understanding, and challenge high-performing students. Effective homework is a high-quality assignment (contrasted with mere “busy work”) that is accompanied by clear written and/or oral directions intelligible by every student.

Students are held responsible to meet the established “high quality homework guidelines,” which require that each assignment submitted:

- Has the standard Young Scholars Frederick Douglass Charter School heading
- Is handed in on a new, unwrinkled piece of white, 8 ½ x 11 paper
- Is written legibly and neatly in blue ink, black ink, pencil, or typed using Times New Roman, size 10 or 12 font, and 1” margins
- Thoughtfully answers each and every question in full and complete sentences
- Uses proper grammar
- Follows the rules and instructions set by the teacher
- Shows the student’s BEST attempt has been made to complete EACH and EVERY problem or question on the assignment
- Demonstrates time, care, effort and thought
- Draws on all of the student’s knowledge and demonstrates careful reading, attention to detail and use of classroom materials
- Demonstrates independent and creative thought

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Differentiated Instruction - Professional Development

Description: Teachers will learn skills and methods to differentiate instruction.

Person Responsible	Timeline for Implementation	Resources
Pela, Onome	Start: 8/1/2011 Finish: 6/30/2014	-

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	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Young Scholars Frederick Douglass Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Recognize students' varying background knowledge, readiness, language, preferences in learning, interests, and how to react responsively in the classroom. 2. Alignment of tasks with instructional goals and objectives. 3. Incorporate various manipulatives into lessons 4. Methods to move from the concrete to the abstract after teaching with the manipulatives	Dr. Tracey Hall states in her recent article, "The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process" (http://www.cast.org/publications/ncac/ncac_diffinstruc.html). By learning to differentiate instruction, our teachers will be more effective in reaching all students at their skill level and learning style.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Follow-up Activities Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, 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 |
|---|---|

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">Classroom teachers	<ul style="list-style-type: none">Early childhood (preK-grade 3)Elementary (grades 2-5)

Follow-up Activities Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none">Analysis of student work, with administrator and/or peers | <ul style="list-style-type: none">Classroom observation focusing on factors such as planning and preparation, knowledge of standards, classroom environment, instructional delivery and professionalism.Student PSSA dataStandardized student assessment data other than the PSSAClassroom student assessment data |
|---|---|

Status: Not Started — Overdue

Activity: Incorporation of technology in the classroom

Description: Young Scholars Frederick Douglass Charter School utilizes 4 laptop carts to introduce and develop student computer literacy skills as a part of the curriculum.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Message Time Plus - Professional Development

Description: Message Time Plus is a modeled writing and shared reading practice that teaches vocabulary development, work study, and concepts about print, as well as reading and writing skills and strategies in a meaningful context. Our teachers will be trained on how to effectively implement it in the classroom.

Person Responsible	Timeline for Implementation	Resources
Pela, Onome	Start: 8/1/2011 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Young Scholars Frederick Douglass CS	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teacher will learn how to model reading strategies using the Message Time Plus program.	Children's Literacy Initiative's (CLI) professional development program, combined with children's books and materials, has made a measurable difference in helping raise achievement on assessments of reading readiness in Baltimore children perceived to be "at-risk." Scheffer, Ludo C. P., Teacher Training and Quality Children's Literature: Classroom Impact. Final Report of a Year-Long Methods and Strategies Intervention by Children's Literacy Initiative in the Baltimore City Public School System. June 1999. Unpublished report. p. 11	<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.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
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<ul style="list-style-type: none"> 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. Classroom student assessment data
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Status: Not Started — Overdue

Activity: Modified Workshop Approach

Description: Teachers use a modified Readers/Writers Workshop approach in RELA classes. . While teacher- and school- created curricula are the primary curricular component, teachers are provided with supplemental curricular tools and resources to support literacy instruction in the classroom. Core components of balanced literacy, which includes shared reading, shared and interactive writing, independent reading and writing, guided reading, and word study, are adopted using this approach.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Network Curriculum Development and Support

Description: Beginning in the 2011-12 school year, YSFD will leverage more resources from the Scholar Academies charter network. The curriculum will be developed at the network level by teachers from across all of the participating schools. Over the summer and throughout the year Scholar Academies will provide YSFDCS interim and summative assessments, long term plans, and identified resources for planning. YSFD teachers will continue to create their own lesson plans.

Person Responsible Timeline for Implementation Resources

Pela, Onome	Start: 7/1/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Project-based Learning Opportunities for Students

Description: Project-based learning provides students with the chance to create their own meaning and make more connections between and across content areas. Students are interested in experiments, trial and error, representing what they are learning through creative projects, exploration and research. Project based learning is a philosophy of instruction that encourage inquiry-based thinking. It allows students to generate their own questions, hypotheses and predictions before given explicit instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Reader's and Writer's Workshop - Professional Development

Description: The Reader's/Writer's Workshop approach is naturally designed to encourage student choice and align with the individual needs of all readers and writers. Teachers present a whole group higher order, meta-cognitive strategy mini-lesson to the entire class, such as making predictions. The skills can be applied to a text at any level. The teacher models applying the strategy to shared text and then gives students the opportunity to practice with his or her own appropriately leveled text. The power in this approach lies within the student's ability to be successful with all strategies in books they are able to read.

Person Responsible	Timeline for Implementation	Resources
Pela, Onome	Start: 8/1/2011 Finish: 6/30/2014	-

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	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Young Scholars Frederick Douglass CS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Teachers will learn the skills central to the success to the workshop model:</p> <ul style="list-style-type: none"> - Providing targeted conferences that drive student achievement at the individual and cohort level - Implementing an assessment checklist or conferencing sheet to record student understanding and application of particular skills. 	<p>The model implement at YSFDCS is adopted from the Teachers College Reading and Writing Project founded by Lucy Calkins. For more information see: http://tc.readingandwritingproject.com/about/staff/staff</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> 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. Classroom student assessment data

Status: Not Started — Overdue

Activity: Reading Mastery - Professional Development

Description: Teachers will learn to implement the Reading Mastery curriculum. The curriculum:

- Addresses all five essential components of Reading: phonemic awareness, phonics and word analysis, fluency, vocabulary and comprehension
- Provides spelling instruction to help students make the connection between decoding and spelling patterns
- Develops decoding, word recognition and comprehension skills that transfer to other subject areas

Person Responsible	Timeline for Implementation	Resources
Pela, Onome	Start: 8/1/2011 Finish: 6/30/2014	-

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
McGraw Hill	<ul style="list-style-type: none"> Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will be able to implement the Reading Mastery Curriculum.	Reading Mastery is a McGraw Hill curriculum that provides: <ul style="list-style-type: none"> - Strategy-based instruction that allows students to learn more efficiently - Intensive, explicit, systematic teaching to help students achieve a high rate of success - Carefully scaffolded lessons 	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or

that build confidence and independence

- Ongoing assessments and specific guidelines for remediation to help you make effective instructional decisions
- Addresses all five essential components of Reading: phonemic awareness, phonics and word analysis, fluency, vocabulary and comprehension
- Provide spelling instruction to help students make the connection between decoding and spelling patterns
- Develop decoding, word recognition and comprehension skills that transfer to other subject areas

- assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Observation 	<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. • Standardized student assessment data other than the PSSA • Classroom student assessment data

Status: Not Started — Overdue

Activity: Teacher Coaching - Professional Development

Description: Teacher coaches will receive training on how to best support teachers to drive student achievement.

Person Responsible	Timeline for Implementation	Resources
Pela, Onome	Start: 8/1/2011 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per	Total Number of Sessions Per	Estimated Number of
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Session	School Year	Participants Per Year
4.00	1	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
David Ginsburg		Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Coaches will learn how to lead pre-observation meetings and post observation meetings so that teachers feel invested in the process and obtain concrete steps they need to complete to improve their instruction.

David Ginsburg specializes in instructional coaching, leadership coaching, math curriculum and instruction, and new teacher training. He is a former business executive, and has served 18 years in urban schools as a teacher, instructional coach, school leader, and consultant. He has taught urban education courses, and has presented on instructional coaching and supervision, classroom management, math instruction, shared accountability, 21st century skills, PLCs, and data analysis. He holds M.B.A. and M.Ed. degrees, and is the author of the popular Education Week Teacher blog, Coach G's Teaching Tips.

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

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

Educator Groups Which Will Participate in this Activity

Role

- Other educational specialists

Follow-up Activities

- Lesson modeling with mentoring

Evaluation Methods

- Participant survey
- Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Activity: Touch Math - Professional Development

Description: Teachers will learn how to implement the Touch Math curriculum in their classroom. TouchMath provides: - Research-driven, multi-sensory approach for students of all ability levels and learning styles - Tools that develop math literacy and bridge the gap to memorization - Step-by-step methodology to guide students through the concrete and pictorial stages to abstract learning

Person Responsible	Timeline for Implementation	Resources
Pela, Onome	Start: 8/1/2011 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Young Scholars Frederick Douglass Charter School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will be able to implement the TouchMath curriculum in their classroom.	<p>A study demonstrates the improvement in second-grade students' math computational skills with single-digit addition using TouchMath. Researchers advocate that students with learning disabilities, particularly in math, require engagement in learning with application, plenty of feedback, and teaching that correlates with personal learning style. TouchMath provides these strategies with engagement, feedback, and multisensory methods. The study shows: - Use of the TouchMath strategy increases computation skills and additionally promotes a computation strategy that students use independently. - Seventeen of 34 students met the goal of 100% improvement on computation tasks. - Decreasing errors as students learn the TouchMath strategy and continued use of the program improves student motivation and test scores. - Knowledge of TouchPoints allows ease of use and faster timed scores. See http://www.touchmath.com/index.cfm?fuseaction=about.research for more information and more studies.</p>	<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.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Mathematics

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> Creating lessons to meet varied student 	<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
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learning styles • Classroom student assessment data

Status: Not Started — Overdue

Activity: Uniform Instructional Practices

Description: All grade and subject teachers follow the mandatory guidelines for uniform instructional delivery as outlined below:

- 1) Consistent application and use of our Instructional Standards
- 2) Exceptional lesson planning and delivery in a traditional direct instruction and guided release approach
- 3) Application of all levels of Bloom's Taxonomy
- 4) Consistent use of academic based routines and procedures
- 5) Student directed achievement tracking
- 6) Subject-specific strategies as prescribed by teacher and School Director
- 7) Integration of Technology in Instruction

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: More Time in School

Description: Young Scholars Frederick Douglass Charter School maximizes student time-on-task and time-on-learning with an extended school day and extended school year, which provides students with at least 33% more time in class than students in a neighborhood public school. The extended schedule allows for a daily timeline where students have double reading and language arts and double math while maintaining appropriate class time for courses in science, social studies, physical education, computers, and art or music.

Activity: After School Programming and Second Dismissal

Description: Young Scholars Young Scholars Frederick Douglass Charter School have a wide variety of after school programming available to students throughout the year. After School Programming is available in three sessions: fall, winter and spring. After school activities last from 4:15-5:30 each day. Activities include:

- Basketball Team
- Break Free Fashion Design
- Chess Club
- Chorus
- Claymobile Program

- Creative Movement
- Creative Writing Club
- Dance Squad
- Drama Club
- Project GREEK
- Science Fair Club
- Scrabble Club
- Six Club
- Gardening Club
- Track and Field
- World Percussion Ensemble
- Yearbook
- Young Leaders
- Young Scholars...Young AdultsBasketball Teams
- Fitness Club
- Hip Hop
- Perspective Drawing
- Soccer Club
- Teens4Good Gardening Club
- Track and Field
- Volleyball
- World Percussion Ensemble
- Yoga

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Double Math and RELA instruction

Description: Because of the significant gap in Math and Reading achievement that exists for most entering students, students receive double instruction in Math and Reading every day through four classes: Math Procedures, Math Problem Solving, Reading and Writing/Language Arts. Each class section has the same instructor for a full subject-matter course load to guarantee that the teacher establishes continuity between the two classes and is able to maximize this instructional time to best meet students' needs. This is possible because of the extended day model at Young ScholarsYoung Scholars Frederick Douglass Charter School.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Homework Club

Description: Homework Club is intended to provide an additional support for students who are identified by teachers or parents as needing additional assistance on their homework. Students may elect to attend Homework Club on their own if they need assistance with their out-of class assignments. Homework Club is not intended for students who purposefully do not complete their homework. Homework Club is offered Monday through Thursday as a part of after school programming.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Longer school day and longer school year than required by District Calendar

Description: Young Scholars Frederick Douglass Charter School maximizes student time on task and learning with an extended school day and extended school year, which provides students with at least 33% more time in class than students in a neighborhood public school. The extended schedule allows for a daily timeline where students have double reading and language arts and double math while maintaining appropriate class time for courses in science, social studies, physical education, computers, and art or music.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Tutoring

Description: Students who are below grade level receive participate in teacher-led tutoring services after school. Both Reading and Math tutoring are offered for an hour and half one day a week after school. Tutoring is targeted at remediation of grade level content, as well as any additional remediation for students who are not on grade level.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Young Scholars Frederick Douglass Charter School Summer School

Description: Students in grades K-2 must attend summer school for 2 weeks if they have 18 or more absences or they fall short of one or more grade levels (Read/Math). Students in grades 3rd-5th must attend summer school if they failed (Math/Reading). For those in grades 6th-8th they have had to failed to pass any core subjects this includes: Math, Reading, Science, and Social Studies.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Relentless Pursuit of School Culture

Description: It is the belief of Young Scholars Frederick Douglass CS that academic excellence can only be achieved within a highly structured environment. Time spent dealing with student misbehavior is lost instructional time. Therefore, teachers and students are required to follow the routines and procedures of our school with strict precision. Any deviation from school wide policies and procedures undermines school culture and threatens the orderly and efficient operation of our building. Consistency is the most important part of school culture and discipline at Young Scholars Frederick Douglass Charter School. It is the school's responsibility to maximize every second of the school day to provide students with the knowledge and skills required to grant them access to limitless opportunity. The school environment was created as a platform for student achievement. This platform is built and maintained through structure, intense attention to detail, consequences, rewards, and a deep commitment and care for each and every student and our collective community.

Teachers must be strict but also caring and supportive. This balance is extremely important. Teachers must be firm but cannot just expect students to meet the standards. Teachers and staff must support students to meet expectations. Effective managers are resolute and reasonable; they never give up or leave a situation unresolved but are also reasonable in that they involve themselves in helping the student to comply. Each student must be effectively managed through clear direction and high expectations. Adhering to the systems for dealing with student misbehavior holds students uniformly accountable and ensures fair and equitable treatment of students. Students should feel respected and valued even when being disciplined. Students should feel that they are being corrected not because the teacher said so but because that teacher is so dedicated to educating them that they will not tolerate anything less than the best.

Activity: Community Circle

Description: Community Circle is intended to be a space where student accomplishments are recognized and the student core values are reinforced through a variety of activities. Community Circle is a large part of how we build our school culture and community of achievement. During the summer months, the Director of Culture and School Director outline the character traits the school will address for the year. These character traits are adjusted for age appropriateness where necessary. Using a similar process to how Young Scholars Frederick Douglass Charter School instructors design their curriculum, the Dean of Culture backwards maps Community Circle schedules to align with these traits. The scripted process includes the components outlined above.

Community Circle is also an opportunity to bring in guest speakers to provide students an opportunity to learn new ideas and hear new perspectives. It is also a space where students showcase their talents and accomplishments to each other. Community Circle is led by the Dean, who encourages and provides opportunities for students to lead discussions, share their work or share experiences.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Focus on College

Description: Young Scholars Frederick Douglass Charter School will operate with keen attention to reframing student expectations to include college as a plan for each of their futures. An essential part of this reframing process comes from consistent reinforcement in and around the school's physical space as well as in inspirational language used by faculty. The following systems are in place to support the effort:

- All homerooms are named for College or Universities and in upper grades, each homeroom takes a field trip to the homeroom their class is named for once a year.
- Each grade level is referred to by the year they will graduate from college.
- College pennants line the hallways to remind students of the vast number of Colleges and University options that exist.
- A bulletin board in the hallway shows where all of the teachers and administrators went to college.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Honors Breakfast and Scholars Ceremony

Description: Honors Breakfast for the families of all students who received Second Honors, Honors or Distinguished Honors are hosted quarterly. The families are joined by faculty and administrators to celebrate their students' achievement. Following the breakfast, the school comes together for an assembly (Scholar Ceremony, an assembly during which all students who achieved honors for the quarter are recognized.) to recognize all students who achieved honors for the quarter.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/21/2012 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity: Parent Engagement - Professional Development

Description: YSFDCS partnered with the Flamboyan Foundation, is a private, family foundation focused on improving educational outcomes for children in Pre-K-12. The foundation provides training and resources to build relationships with our parents.

Person Responsible	Timeline for Implementation	Resources
Pela, Onome	Start: 8/1/2011 Finish: 6/14/2014	-

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	85

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
YSFDCS / Flamboyan Foundation	<ul style="list-style-type: none"> • School Entity • Association 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn: -to value and respect families and see them as important partners in supporting student learning. - to be sensitive to families' backgrounds, previous experiences with school, and cultures. - to use information about students and families to inform and guide classroom practice - to work collaboratively with families to set goals and foster high expectations for		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Empowers educators to work effectively with <u>parents and</u>
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student achievement and long-term success

community partners.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

- Journaling and reflecting

Evaluation Methods

- Participant survey

Status: Not Started — Overdue

Activity: School specific chants, cheers and words of wisdom

Description: Young Scholars Young Scholars Frederick Douglass Charter School uses a set of school specific chants, cheers and words of wisdom to reinforce student core values, to keep classes energetic and exciting, and to motivate students to always do their best. Young Scholars Young Scholars Frederick Douglass Charter School teachers and staff also motivate one another through the use of school and subject specific chants, cheers and words of wisdom.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Schoolwide Positive Behavior Support System - Professional Development

Description: Teachers and staff will learn about the implementation and management of the Scholar Academies School-Wide Positive Behavior Support System.

Person Responsible	Timeline for Implementation	Resources
Pela, Onome	Start: 8/1/2011 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00

2

65

Organization or Institution Name

Type of Provider

Provider's Department of Education Approval Status

Young Scholars Frederick Douglass CS

- School Entity

Approved

Knowledge and Skills

Research and Best Practices

Designed to Accomplish

Participants will learn: - General program details - How and when to give out positive behavior incentives - How data is involved in the process - Reinforcement tools - Best Practices

Scholar Academies developed this program as a proactive approach to discipline that promotes appropriate student behavior and increased learning. Research shows that a positive behavior system can be more effective than traditional behavior management programs (Horner, 2000). For more information see the PDE's website: <http://www.pde.state.pa.us/>

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

- Provides 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

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

specialists

Follow-up Activities

Evaluation Methods

- Analysis of student work, with administrator and/or peers

Status: Not Started — Overdue

Activity: Student Core Values

Description: The approach to School Culture is centered around four (4) student Core Values that define the acronym PATH (Professional, Attentive Thoughtful and Hardworking). Aligned to these core values, the approach to culture focuses on creating and sustaining a positive, safe culture of achievement achieved by building school culture.

Consistent Use of Academic-Based Routines

In order to maintain consistency and increase efficiency and, therefore time spent on task, all instructors commit to executing a series of prescriptive routines and procedures with precision and to holding students accountable to correct follow-through.

Community Building

The School is a community made up of students, faculty, staff and families who are all tied together by the common bond of dedicating ourselves to ensure that every child achieves success. Young Scholars Frederick Douglass Charter School will use many structures to provide students with the best possible school culture which will allow them to achieve their dreams and reach their full potential. School culture is built primarily through structures that develop students' academic and social skills and unite us all as a school community.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Token-Economy Discipline System

Description: At Young Scholars Frederick Douglass Charter School, they are being equipped with the skills necessary to function as a successful adult professional. Accordingly, students are "paid" Scholar Dollars for meeting their weekly requirements as a student. Students can also lose Scholar Dollars from their weekly PATH paycheck for not fulfilling their essential duties as a Scholar. Not fulfilling the essential duties includes, among others, the following actions that will

result in a deduction from the weekly PATH Paycheck: misbehavior, unexcused absence, lateness or failing to submit high quality homework. Students can also earn additional Scholar Dollars for going above and beyond expectations and students is rewarded greatly for their accomplishments. YSFDCS serves both a younger and older population of students and recognizes that different students have different needs and should have different expectations.

For grades K through 2:

- The token-economy system manifests as a daily/weekly student behavior report based on color-coded system. The reporting system will require daily parent/guardian review and signature.
- Students with a pre-determined number of blue stars in a given week will make a trip to the Star Scholar Box to select a prize. Scholars who receive a pre-determined number of blue stars in a given two-week period is invited to a Fantastic Friday Celebration including a fun, enrichment activity such as making ice-cream, face painting, or a Dr. Seuss Ooblek party.

For grades 3 and 4:

- Parents/guardians are required to review and sign paychecks on a weekly basis.
- At the end of each marking period students who have the pre-determined quarterly paycheck average is invited to attend a PATH Rewards trip such as roller skating and pizza lunch..

For grades 5 through 8:

- Families with students receiving a paycheck balance of \$30 or less for six consecutive weeks is called in for a behavior meeting to outline a plan for improvement with the School Director, Director of Culture, Parent/Guardian, Student and relevant teachers (if necessary).
- Continued challenges with extreme behaviors in the classroom will result in a greater level of consequences to be determined individual student and need.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Use of the school-wide “ladder of consequences”

Description: Teachers and administrators utilize a school-wide “ladder of consequences” within the classroom to help students stay on task and focused, as outlined 1-5:

- 1) Whole class reminder of expectations
- 2) Verbal warning and reminder to individual student
- 3) Paycheck deduction
- 4) Student is separated from class and must write a behavioral reflection at the back of the classroom and a phone call is made home
- 5) Student is sent to the Director of Culture and phone call is made home and an official Referral is written.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Support Students with Special Needs

Description: Driving student achievement is critical for all levels of learners. The Whole School Approach is rooted in the philosophical belief that all students can and will succeed when placed in a highly-structured, achievement centered environment. It is the application of the model across the levels of learners that key to meeting this goal. The School Leadership Team will aim to minimize the impact of disabilities and maximize opportunities for learning so that all students can achieve high levels of academic success. This approach aligns with Young Scholars Frederick Douglass's focus on college preparatory education. Without details on the specific students, a detailed plan cannot be outlined for the specific interventions and supports individual students will need as outlined by their individualized education plans (IEP). In our schools, students with disabilities will be educated in the least restrictive environment to the extent appropriate and allowed by each student's IEP.

Activity: Additional Services

Description: Young Scholars Frederick Douglass Charter School provides speech and languages therapy, occupational therapy, itinerant learning support, psycho-educational evaluations, psychological evaluations, home-school connection, emotional support, life-skills, and any other supports or related services as defined by our students' IEPs.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Push-In Special Education

Description: For students who have Special Needs, we use sometimes use a Push-in system, where SPED teachers go into the classroom to work directly with students, one-on-one, providing them the reinforcement they need within the traditional classroom environment. Inclusion Model: Young Scholars Frederick Douglass Charter School's special education program is based on the inclusion model. Young Scholars recognizes the value of including young children with special needs in programs with their peers. The benefits of an inclusion model are considerable. We are appreciative of the extensive legislation, philosophy and research that supports the development of a least restrictive environment (LRE) model for special education students. At Young Scholars Frederick Douglass Charter School students will be provided with the necessary resources to meet their IEP goals, as well as make academic progress overall.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
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Finish: Ongoing

Status: Not Started — Overdue

Activity: Second Step - Professional Development

Description: In a turn around school, YSFDCS recognizes the importance in changing the culture at the school and providing students with direct instruction on how to make positive choices. We have adopted Second Step, a program that develops skills that help students stay safe, manage their emotions, solve problems, avoid risky behavior, and improve their academics.

Person Responsible	Timeline for Implementation	Resources
Pela, Onome	Start: 8/1/2011 Finish: 6/30/2014	-

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	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Young Scholars Frederick Douglass Charter School	<ul style="list-style-type: none">School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers and Staff will learn how to implement the Second Step Program, which includes building the following skills in students and helping them implement them in social and academic settings: 1) Empathy 2) Emotion-management 3) Problem-solving skills 4) Active Listening	Research found at http://www.cfchildren.org/about/press-releases/bullying-study/	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none">Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none">Empowers

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

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities Evaluation Methods

- Analysis of student work, with administrator and/or peers

Status: Not Started — Overdue

Activity: Special Education - Professional Development

Description: All of our teachers will receive instruction on how to differentiate instruction, scaffold skills, and create a hands-on learning environment for our students.

Person Responsible	Timeline for Implementation	Resources
Pela, Onome	Start: 8/1/2011 Finish: 6/30/2014	-

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	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Young Scholars Frederick Douglass CS	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and	Research and Best Practices	Designed to

Skills

Our teachers will learn: - How to provide hands on instruction for specific math skills at each grade level (through lesson demonstration, modeling, and follow up observations) - How to scaffold instruction to strengthen foundational skills of grade level content - How to set instructional goals with the student to provide motivation and lessen frustration (e.g. demonstrate that the student is growing although it may not show in class)

By providing professional development for our teachers specifically on providing instruction for students who have been identified as special needs we hope to increase student achievement. Dr. Tracey Hall states in her recent article, "The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process" (http://www.cast.org/publications/ncac/ncac_diffinstruc.html). This is especially important for students who are weak in foundational skills. By learning to differentiate instruction, our teachers will be more effective in reaching all students at their skill level and learning style.

Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Follow-up Activities Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles | <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 |
|---|---|

Status: Not Started — Overdue

Activity: Special Education Modifications - Professional Development

Description: The YSFDCS Special Education Department will teach small grade group meetings on how to modify items for our SPED students based on specific learning disabilities. All teachers who interact with students with a disability will attend as the sped law changes frequently.

Person Responsible Timeline for Implementation

Scelfo, Megan	Start: 8/1/2011 Finish: 6/30/2014
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Professional Development Activity Information

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Follow-up Activities Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge, environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data |
|---|--|

Status: Not Started — Overdue

Activity: Student Support Team (SST) - Professional Development

Description: YSFDCS will implement a systemic process using techniques to mobilize school resources to remove barriers to learning. In 2010-11, the SST team will implement the PDE-identified 4-step SAP process: referral, team planning, intervention and resources, and support and follow-up. All of our staff members will participate in the SST process.

Person Responsible

Pela, Onome

Timeline for Implementation

Start: 9/1/2011
Finish: 6/30/2014

Professional Development Activity Information

Number of Hours Per Session

2.00

Total Number of Sessions Per School Year

1

Organization or Institution Name

Young Scholars Frederick Douglass CS

Type of Provider

- School Entity

Knowledge and Skills

Teachers will learn how to effectively implement a Student Assistance Program. The training program is outlined by the state. For more information on specific objectives covered during the training, please see the following manual: <http://www.sap.state.pa.us/UploadedFiles/CATHANDBOOK.pdf>.

Research and Best Practices

The training and the program is a state designed and PDE's website for research: <http://www.dpw.state.pa.us/PartnersProviders/Mental>

Educator Groups Which Will Participate in this Activity

Role

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

Follow-up Activities

Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Student PSSA data
- Standardized student assessment data other
- Review of written reports summarizing instru

Status: Not Started — Overdue

Strategy: Use of Data

Description: Young Scholars Frederick Douglass Charter School extensively uses data to measure student performance at a micro-level and to measure school performance at a macro-level. At the micro-level, a wide variety of assessments that vary in scope and delivery throughout the school year are administered and used to inform their instruction and highlight skill areas in need of intervention. At the macro-level, key indicators are used to inform leadership on school performance in a timely manner so that changes can be made when necessary.

Activity: 4Sight Exams

Description: Success for All's 4Sight product is administered three times per year at Young Scholars Young Scholars Frederick Douglass Charter School to get a snapshot into student proficiency on the Pennsylvania System of Student Achievement (PSSA). Because 4Sight is a norm-referenced test that calibrates student results against the PA cut-scores, Young Scholars Young Scholars Frederick Douglass Charter School is able to see which students are at risk of falling below the proficiency line and which have safely cleared it. . This helpful data is helpful working works in concert with the quarterly benchmark assessment data to build comprehensive strategies for students, groups, or classes.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Data Analysis - Professional Development

Description: YSFDCS staff will receive professional development on disaggregating data to identify specific areas of student need. They will learn about PVASS, benchmarks, and other data provided by PDE and our local assessments. Our teachers will also develop strategies for using data to drive instruction in their classroom.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Pela, Onome

Start: 8/1/2011
Finish: 6/30/2014

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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
3.00	1	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Young Scholars Frederick Douglass CS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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- Learn all of the data available through benchmark and state assessments - Understanding data driven analysis - Ability to use data to determine what skills and information students have mastered and which areas require additional instruction and intervention	Ruth Johnson in "Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools" identifies six roles for data: (1) improving the quality of criteria used in problem solving and decision making; (2) describing institutional processes, practices, and progress in schools and districts; (3) examining institutional belief systems underlying assumptions and behaviors; (4) mobilizing the school community for action; (5) monitoring implementation of changes; and (6) accountability. Johnson's and other's research have found that the significant improvement in students' test scores if teachers are trained in effective data analysis.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
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Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Follow-up Activities

- Analysis of student work, with administrator and/or peers

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

Status: Not Started — Overdue

Activity: Data-Driven Instruction and Decision Making

Description: Young Scholars Frederick Douglass Charter School follows a comprehensive data and assessment program to ensure students are learning and achieving at their optimal level. Following each Quarterly Assessment and 4Sight Exam, the DCIA and content teams meet to analyze student achievement data. The goal of these meetings is to ensure that students have mastered the standards-aligned content and to develop specific instructional strategies for students (or groups of students) that have not yet mastered the content. This cycle of data-driven instruction continues throughout the year. In data meetings, teachers begin by identifying students who performed poorly on the test in its entirety. Then, they drill-down and analyze student performance on specific standards. Based on this analysis, the teams develop specific instructional plans to address the discrete learning needs of individual students, small groups of students, or the entire class. This data-driven approach to instruction helps keep the faculty and students focused and on track to meet school-wide goals.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Formative and Summative Assessment - Professional Development

Description: Teachers will learn how to create and utilize formative assessments (pre-tests, exit slips, and quizzes) to inform instruction. They will also learn how to create and use summative assessments (exams and unit tests) to direct lesson plans.

Person Responsible	Timeline for Implementation	Resources
Pela, Onome	Start: 8/1/2011 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Young Scholars Frederick Douglass Charter School		Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>1) Difference between formative and summative assessments and the value of both in the school's assessment structure. 2) Formative assessment methods. 3) Analyzing and using formative assessment to inform instruction. 4) Writing objective aligned summative assessments. 5) Methods to share and invest students in academic growth.</p>	<p>Thomas Guskey states, "Teachers who develop useful assessments, provide corrective instruction, and give students second chances to demonstrate success can improve their instruction and help students learn" (How Classroom Assessments Can Improve Learning). By developing better assessment skills our teachers will help our students learn more effectively.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> 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. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
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Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Follow-up Activities

- Analysis of student work, with administrator and/or peers

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

Status: Not Started — Overdue

Activity: Quarterlies

Description: Four times per year, Young Scholars Frederick Douglass Charter School administers its standards-aligned benchmark assessments. These formal criterion-referenced assessments are designed to ensure student mastery of not just the state standards but also the school's scope and sequence (which have been set at a higher level to ensure student success in challenging high schools and colleges). At the end of each quarter, teachers meet in teams and individually with the DCIA to discuss benchmark assessment data and develop individual, small-group, or whole-class interventions as needed.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Regular use of formal and informal, teacher-created and national norm-based assessments

Description: Young Scholars Frederick Douglass Charter School extensively uses data to measure student performance at a micro-level and to measure school performance at a macro-level. At the micro-level, a wide variety of assessments that vary in scope and delivery throughout the school year are administered and used to inform their instruction and highlight skill areas in need of intervention. At the macro-level, key indicators are used to inform leadership on school performance in a timely manner so that changes can be made when necessary.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/21/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Building on the intense familiarity teachers will have with their course material, as described in the *Curriculum* Section above, teachers will use a consistent approach to instructional delivery and lesson execution.

The following instructional strategies are the heart of the Young Scholars Frederick Douglass Charter School model:

- 1) Consistent application and use of our **Instructional Standards**
- 2) Exceptional lesson planning and delivery in a **traditional direct instruction and guided release approach**
- 3) Application of all levels of **Bloom's Taxonomy**
- 4) Consistent use of **academic based routines and procedures**
- 5) **Student directed** achievement **tracking**
- 6) **Subject-specific strategies** as prescribed by teacher and School Director
- 7) Integration of **Technology** in Instruction

1. Instructional Standards

Instruction is rooted in our Instructional Standards that were designed to ensure consistency across each classroom. We recognize that our most valuable resource is our teachers. As such, it is critical to provide our faculty with a framework through which they can deliver highly effective and engaging lessons.

With this in mind, the Young Scholars Frederick Douglass Charter School Instructional Standards are derived from fundamental best teaching practices and exemplary teacher traits that have led to impressive gains in student achievement. The Instructional Standards were designed to:

- Provide teachers and leaders with a universal language as the primary driver of each daily lesson
- Support teachers in effectively promoting the strongest school experience for students, both in terms of instruction and school culture.
- Guarantee the most transparent and reliable environment for students, thereby creating the safest and most orderly environment for significant learning to occur
- Serve as a framework for evaluating teacher quality and as a central component of professional development for staff.

There are 10 Instructional Standards ("Instructional Standards") centered on the acronym "PROFICIENT".

1) Planned, Prepared, Purposeful

A Young Scholars Frederick Douglass Charter School teacher has planned and prepared thoroughly for their lesson. The teacher should have all materials assembled ahead of time and have thought through the flow of their lesson from beginning to end, including anticipating potential misunderstandings and planning ahead for them. All activities should be constructed giving consideration to timing and each lesson should be purposefully designed to lead all students to reach the objective. The lesson should always be connected to unit, quarter and year end goals.

2) Rigorous and Urgent

The lesson is rigorous and aligned with state standards. The students are challenged by the lesson and the teacher delivers the lesson with a fervent sense of urgency by communicating the importance of the lesson, not only in the context of the day's class but in the context of the quarter, school year and future. The urgency felt in the room to meet the objective is palpable.

3) Objective Aligned and Driven

The lesson is tied specifically to, and is driven by, a measurable objective. The objective explains specifically what students should know and do by the end of the period. The teacher makes frequent reference to the objective throughout the lesson and pays close attention to student misunderstanding and adjusts course when necessary to ensure the objective is met by all students.

4) Feasible

The lesson is designed to ensure objective mastery and is not overly ambitious for a given period. Extensive thought has gone into the lesson's objectives and activities to ensure that they can be accomplished within a given lesson. The lesson is also neither overly challenging nor too easy for students.

5) Individualized

The lesson is planned and delivered in a way that is mindful of each student's needs and appropriate for the ability level of a class section. The teacher plans and delivers each lesson with specific consideration of these ability levels. The teacher makes effective use of the school's Learning Specialists (Special Education teachers) when appropriate for support, modification and accommodations.

6) Connected (School, Scope, Student)

The lesson does not exist in isolation; instead it is connected to school wide goals and values, the course's full scope and sequence, and the students' lives. This connection is achieved by careful planning and the relevance is made evident by the teacher's incorporation of frequent, explicit reference to these elements throughout the lesson. A student can explain how the day's lesson is connected to the school, the scope of the course and in real life application.

7) Incorporates Data Analysis

The lesson is planned with intensive consideration of student achievement data. Planning and instructional delivery include components of recent assessments for re-teaching and re-mastery. Extra time and attention are given to the least mastered concepts and lowest performing students. References are made to student achievement data in the classroom and students are observable motivated by improving their standing and are well aware of their current standing.

8) Engaging and Energizing

Each teacher has their own personality and all Young Scholars Frederick Douglass Charter School teachers are uniquely energizing and engaging. A teacher who is truly excited about their content area and lesson plan is highly engaging and as a result they are able to energize their students as well as inspire them to develop the same fervor for their subject-matter. A teacher who is truly: 1). passionate about the

material,2). who deeply believes in leading all students to mastery, 3). is effectively delivering their lesson will undoubtedly appeal to even the most uninterested student. Instructional delivery should be compelling and not chaotic. Students are on task 100% of the time in an exemplary classroom and eagerly anticipate the next component of today's lesson and the content of tomorrow's lesson.

9) No Excuses

An exemplary teacher holds students to the highest of expectations and never makes excuses. An excellent instructor quickly corrects all misbehaviors and ensures that the students follow through fully on correcting their behavior or correcting their work to meet the instructor's standards. The teacher effectively uses the school wide systems, rules and procedures to manage their classroom and promote school culture. The teacher relentlessly pursues their objective and never allows distractions to pull the lesson off track. Students are held accountable for all of their actions.

10) Task Master

Leading students to achieve objective mastery is dependent upon effective management of each component of the lesson and a distinct ability to micro-manage student tasks in a way that ensures every student understands expectations and content.

2. Guided Release Model of Direct Instruction

Exceptional lesson planning and delivery is a core element of traditional direct instruction and a guided-release approach. Instructional planning and delivery is designed with mastery in mind. At the conclusion of a given lesson, scholars are expected to demonstrate thorough understanding of the daily objective. Many of the highest performing urban elementary and middle schools use teacher-centered direct instruction, a method that places teachers as the key transmitters of knowledge.

Direct instruction is characterized by teaching in small, logically-sequential steps with student practice after each step, guiding students after initial practice, and ensuring that all students experience a high level of successful practice which supports the development of self-confidence and allows teachers to see student understanding and mastery at each step of the lesson.

This process is sometimes referred to as "I do, we do, you do;" the process entails carefully guided direct instruction from the teacher to introduce a new skill or content knowledge ("I do"), followed by the teacher working closely with students to practice the skill ("we do"), followed by students mastering that skill independently under the support of the teacher ("you do"). Direct instruction emphasizes carefully planned lessons designed around highly specific knowledge and well-defined skills for each subject.

In order to drive academic achievement in a consistent manner, the emphasis is on this type of direct instruction delivery, as well as the consistent application and use of our Instructional Standards, both outlined below.

Class periods are broken into 56-minute sections. Each class period is broken into seven components (outlined below):

1. Do Now

This is a three to six minute pen to paper activity at the start of each lesson. The Do Now is often a quick review of a previously covered topic or skill. This procedure provides a way for students to get to work immediately without explicit instruction. The activity always states, models and checks for understanding on all procedures or expectations before students proceed. An exemplary teacher similarly treats every moment as an opportunity to teach and/or re-teach procedures and reinforce expectations. This activity is timed so that students feel a sense of urgency at the beginning of class. Teachers circulate and monitor the Do Now in order to ensure student compliance, narrating the positive behaviors and efforts they see during this time. A brief review of the Do Now is a typical way to begin the lesson and transition into core content for the day's lesson. It is critical that expectations are verbally reviewed for the Do Now at the start of each class period. It is recommended that teachers give directions for the Do Now verbally each day and read the question aloud to ensure that all students are clear on expectations for the given question.

2. Objective Review and "Hook"

Each class period is organized around a specific, student-centered measurable goal that is well-designed, frequently communicated, and always assessed. The objective allows students to know exactly what is expected of them. The start of the lesson includes a review of the daily objective followed by a "hook" or statement/action intended to engage learners in the key points of the lesson and warm the brain to new objectives. The hook captures student attention and lures them into the heart of the lesson.

3. Direct Instruction: "I do"

Also referred to as the "heart of the lesson" the Direct Instruction component provides the teacher with an opportunity to structure the classroom and sequence subject matter to reflect a clear academic focus. Teachers establish the lesson objectives and present new information through the breakdown of information into manageable process steps. The Direct Instruction lesson includes three sub-elements, a) Input-teacher providing information needed for the student to fully learn the skill or meet the class objective, b) Modeling- teacher showing students what is expected, c) Check for Understanding- teacher determines if a student "has it" and determining if re-teaching is necessary before moving on.

4. Guided Practice: "We do"

Allows the entire class to practice new skills under the direct supervision of the teacher. Outstanding teachers informally assess the student responses to make sure that the new material has been adequately presented during direct instruction. Teachers provide corrective feedback to reinforce key concepts and ensure the accuracy of new skills and information. A teacher moves around the classroom to assess each student's level of mastery and provide individual remediation where needed. Guided practice continues until student answers are more than seventy percent accurate.

5. Independent Practice: "You do"

Once a student has mastered a new skill or content area they are provided with an opportunity for reinforcement practice on their own. Before having students begin independent work, teachers give instructions in several different formats: recite aloud, read together, have instructions written on the board or on a hand out, call on students to repeat instructions, etc. Teachers thoroughly review behavior instructions before independent work begins. The practice lesson should provide for enough different contexts so that the skill/concept can be applied to any relevant situation, not simply the context within which it was originally delivered. During independent work, teachers circulate throughout the room to ensure that the students are on task, quiet, and producing high quality work. Students should be periodically reminded of expected progress. Young Scholars Frederick Douglass Charter School teachers require that 100 percent of students are on task 100 percent of the time.

6. Conclusion/Check for Understanding

The lesson conclusion is an opportunity for the teacher to highlight key points from the lesson and reinforce the key skills and processes that were introduced. A portion of the closing includes revisiting the objective and outlining the most important concepts or “take away” ideas students should leave the classroom with, additionally, the teacher connects the lesson to what is learned tomorrow and by the end of the unit. Each teacher ends each lesson with an informal “Exit Slip” to determine each student’s mastery of the daily objective. The data is available immediately and informs adjustments (if any) needed for the next day’s lesson.

7. Homework Assignment

It is essential that students continue their learning at home with written, standards-based homework. Teachers are expected to supplement each and every lesson with a homework assignment. Homework assignments should take approximately 30 minutes to complete. The assignments are clearly linked to the objectives covered by the classroom teacher and are designed to require students to efficiently apply and reinforce their knowledge. As independent practice, homework is an effective forum to **review prior material, assess understanding, and challenge high-performing students.** Effective homework is a high-quality assignment (rather than busy work) that is **accompanied by clear written and/or oral directions capable of being understood by every student.**

The faculty employs a uniform structure for lesson delivery to strengthen time on-task and maximize every instructional minute. Below is a breakdown of a class period:

Lesson Component	Suggested Time Frame
Choral Greeting & Do Now	7 minutes
Lesson Opening with Objective and Agenda	3 minutes
Heart of the Lesson — Direct Instruction	20 minutes
Guided Practice	7 minutes
Independent Practice	12 minutes

Lesson Closing and Final Check for Understanding	3 minutes
Homework Assignment & Choral Closing	4 minutes
Total	54 Minutes

3. Bloom's Taxonomy

Great teachers make effective use of Bloom's Taxonomy when designing objectives, assessments, and daily plans. The six levels of Bloom's Taxonomy organize cognitive information and understanding, ranging from the simple recall or recognition of facts as the lowest level, through increasingly more complex and abstract mental levels, to the highest order, which is classified as evaluation. By presenting information and material in a leveled manner, we ensure that students master key concepts and high level thinking. Teachers at Young Scholars Frederick Douglass Charter School are strongly encouraged to develop objectives and lessons that develop as well as necessitate higher-level thinking skills. At a minimum, every teacher should prepare such that the lesson objectives scaffold with increasing complexity of at least one level. Students should move from lower level thinking to higher order thinking in every lesson. Scholars gain both a deeper and broader understanding of material when they are asked to apply, analyze, synthesize and evaluate information. This combination of depth and breadth is critical in helping students master key concepts.

4. Consistent use of academic based routines and procedures

In order to maintain consistency and increase efficiency, and therefore increase time spent on task, all Young Scholars Frederick Douglass Charter School instructors commit to executing a series of prescriptive routines and procedures with precision and to holding students accountable to correct follow-through. Examples of items for where there are routines and procedures are as follows:

- Entering the classroom and choral greeting
- Exiting the classroom and choral closing
- Calling to Attention
- Pens/pencils
- Hand signals for bathroom, tissue, question, comment, answer

5. Student Investment in Individual Performance

Developing an intrinsically motivated student body is critical to ensuring our students become lifelong learners. Informing students of their progress should happen every day at Young

Scholars Frederick Douglass Charter School. Additionally, each week, there is a Paychecks and Progress period during which students will learn of their academic and conduct standing. During this time, students will review their performance, reflect on causes for their progress and then set motivating goals and required steps to reach them for the upcoming week or next major academic assessment.

6. Subject-Specific Strategies

Through standards-driven, teacher-led direct instruction in the core subjects, students develop the skills and knowledge to demonstrate significant academic achievement. Educators rely on the guided release lesson cycle as the framework and format for teaching at Young Scholars Frederick Douglass Charter School. When necessary (and if appropriate), teachers supplement the direct instruction/guided release format with additional curricular resources and strands of other instructional strategies to strengthen teaching in the classroom, add depth to topics, and provide additional, differentiated learning opportunities for scholars. With input and approval from the School Director, teachers may occasionally use the following Subject-Specific Instructional Strategies:

- 1) Modified Workshop Approach (Literacy and Writing)
- 2) Project-Based Learning (Science & Social Studies)

7. Integration of Technology

To provide students with basic instruction in computers, both functional computer literacy skills and web-based research, instructors include use of the computer lab and/or lap-top carts into their lessons.

Remediation

1) Leveling

To provide students with the most targeted instruction possible, each homeroom section is leveled by reading ability. Each section is required to learn the same material but such sorting allows teachers to adjust pacing so that students in need of remediation can be more successful.

Placement is determined by students' performance on the Group Reading Assessment Diagnostic Evaluation (GRADE). Following the section assignments, RELA teachers use the results to design their scope and sequence and modify their instructional approach, if necessary. In parallel, Math levels are measured by the Group Math Assessment Diagnostic Evaluation (GMADE). The results of the GMADE are used by Math instructors to inform planning. In the event that a student's math level is drastically above or below their reading level, the School Director and Math Lead will determine an appropriate accommodation for this student.

2) RTI Approach

Schools that employ a successful Response to Intervention or RTI program have seen dramatic results in student achievement for all learners. RTI is a multi-tiered approach to intervention that ensures students receive high-quality instruction matched to their individual needs. RTI is growing in popularity for students who require richer and more intensive instruction, but without being separated from the mainstream classroom population or placed in special education settings. The Special Education Coordinator/Teacher and teaching staff will launch RTI to meet the needs of diverse learners. The RTI team will analyze diagnostic data, quarterly

assessments, and progress monitoring tools to identify students at risk for poor learning outcomes, track student progress, provide research based team interventions and adjust the intensity and nature of those scaffolds and interventions depending on a student's responsiveness and success.

3) Extended Day School Schedule — Double Math and RELA

Students will receive direct instruction in RELA, Math, Science and Social Studies daily. Because of the significant gap in Math and Reading achievement that exists for most entering students, students receive double instruction in Math and Reading every day through four classes: Math Procedures, Math Problem Solving, Reading and Writing/Language Arts. Each class section has the same instructor for a full subject-matter course load to guarantee that the teacher establishes continuity between the two classes and is able to maximize this instructional time to best meet students' needs. This is possible because of our extended day model.

4) Students without IEPs

Students who are leveled into a *lower-leveled* section are provided additional time and resources in which to meet remediation needs, as well as meet grade level academic content. This includes extra time for testing and in-classroom "push-in" support for the entire class (when necessary).

5) Data Analysis and Remastery Plans

Data analysis and continued assessment is a primary focus in all Young Scholars Frederick Douglass Charter School sections. Students are assessed regularly throughout the school year. Following these assessments, instructors examine and analyze data, and develop mastery plans for each of their classes. The mastery plan provides a concrete plan for teachers to ensure that remediation is timely, occurs throughout the school year and is based in the most recent data available.

6) Tutoring

Students who are below grade level receive teacher-led tutoring services after school. Both Reading and Math tutoring are offered for an hour and half one day a week after school. Tutoring is targeted at remediation of grade level content, as well as any additional remediation for students who are not on grade level.

7) Reader's/Writer's Workshop

The Reader's/Writer's Workshop approach is naturally designed to encourage student choice and align with the individual needs of all readers and writers. Teachers present a whole group higher order, meta-cognitive strategy mini-lesson to the entire class, such as making predictions. The skills can be applied to a text at any level. The teacher models applying the strategy to shared text and then gives students the opportunity to practice with his or her own appropriately leveled text. The power in this approach lies within the student's ability to be successful with all strategies in books they are able to read.

Central to the success of the workshop model is personal, targeted conferences that drive student achievement at the individual and cohort level. In Writer's Workshop, after a brief mini-lesson, students apply the skill to their own writing. The teacher uses an assessment checklist or conferencing sheet to record student understanding and application of particular skills. In Writer's Workshop, students submit final products that are scored against an established writing

rubric or continuum. The connection between student selection, tightly planned and sequenced standards-based mini-lessons, the daily application of skills on writing and texts at each student level, make this a successful approach for all learners.

Accelerated Learning

1) Class Leveling

In the case of students above grade level, the leveled classes allow teachers of the proficient/advanced section to modify class content or approach to learning in order to meet the needs of their students or push them to excel at greater levels. These classes are designed to be move more quickly.

2) Extended Day School Schedule — Double Math and Double RELA

The extended school day and double Math and RELA class periods allow teachers to introduce material and concepts to the top section(s) that they normally wouldn't be able to teach. Importantly, this occurs without eliminating science, social studies or art.

Assessing Curriculum Effectiveness

Young Scholars Frederick Douglass Charter School is committed to using data to drive instructional and operational decisions and to refining its capacity to make data-driven decisions. Since the turnaround began at Young Scholars Frederick Douglass Charter School, the School Director and DCIAs have consistently evaluated the metrics used for determining school effectiveness.

YS will focus most intensely on analyzing data that correlates to student achievement to assess curriculum effectiveness. The indicators (below) are organized on the frequency of their measurement. The outcomes of these measures will drive decision making around school-wide interventions.

Periodically (as needed):

Measurement	Purpose	Method
Student Achievement	To ensure students are prepared for work required in challenging high schools and colleges	# Students by percentile GMADE/GRADE Assessments. % Students meeting school-wide goals on 4Sight Assessments. # of Students qualifying for Honors and Distinguished Honors.
Enrollment	To ensure maximum impact; to maintain fiscal soundness; to figure out how we can meet student and parent needs	% Available Seats Filled
Attrition	To identify student/parent satisfaction concerns; to demonstrate that YS is not encouraging low performers to leave	# Students Leaving School Before the End of the Year # Students Not Returning for Subsequent Year

Parent Involvement	To ensure maximum parent involvement in student's academic success	% Parents/Guardians Attending Report Card Conferences
Parent Satisfaction	To monitor parent satisfaction in all aspects of school	Parent Satisfaction Survey
Teacher Job Satisfaction	To monitor teacher satisfaction with their jobs; to gauge leader's management effectiveness; to refine hiring/on-boarding/professional development practices	Teacher Satisfaction Survey

Weekly:

Measurement	Purpose	Method
Student Attendance	To comply with district regulations; to ensure students maximize learning time; to monitor this indicator of other student problems	Avg. Weekly Attendance Individual Daily Attendance
Detentions & Suspensions	To measure major and minor student incidents as an indicator of student culture; to monitor efficacy of teacher enforcement.	# Students in Lunch Detention # Students in After School Detention # Students w/ In-School Suspension # Students w/ Out-of-School Suspension
Homework	To monitor student understanding of taught content; to monitor student engagement in learning process; to monitor compliance with teacher instructions	# of students participating in Homework Club
Tutoring	To identify and monitor services needed for students; to monitor success of tutoring program	# of students in tutoring # of students exiting out of tutoring
Student Behavior	To maintain a culture of learning and maximize instructional time; to encourage students to strive for rewards; to remediate students with behavior problems	? PATH System (Token Economy) ? Avg. Checking Balance (by student, homeroom, grade and school) ? Students with Consecutive Weeks <\$30 Balance
School Culture & Climate	To ensure high instructional and school culture standards are being met	Twice-weekly school walkthrough
Teacher Attendance	To ensure that students are receiving top-quality instruction as often as possible; to identify indicators of culture	# Days Missed (by teacher) # Days Missed (overall)

strength/weakness; to monitor teacher job satisfaction

Rigorous Instructional Program - Attachments

- YSD PD Plan Approval Letter
- YSD Induction Plan Approval Letter

English Language Learners

The Young Scholars Frederick Douglass Charter School approach to English Language Learners (ELL) will mirror the approach taken with the Special Education Team.

The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success.

YSFDCS is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered instruction. To determine which educational approach(es) is used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, parent recommendations, and Principal/ESL Coordinator input.

YSFDCS 's ESL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. The program is designed to:

1. Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing.
2. Ensure effective and meaningful participation in regular education.
3. Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

English Language Learners - Attachment

- LEP- (ELL) YSD Report 2011-2012

Graduation Requirements

Young Scholars Frederick Douglass Charter School only serves students from grades K-8, therefore we do not have graduation requirements.

Special Education

At Young Scholars Frederick Douglass Charter School all practices comply with all provisions of the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1974; and the Americans with Disabilities Act of 1990, Title II.

Driving student achievement is critical for all levels of learners. The Whole School Approach is rooted in the philosophical belief that all students can succeed when placed in a highly-structured, achievement

centered environment. It is the application of the model across the levels of learners that key to meeting this goal.

The Young Scholars Frederick Douglass Charter School Leadership Team will aim to minimize the impact of disabilities and maximize opportunities for learning so that all students can achieve high levels of academic success. This approach aligns with Young Scholars Frederick Douglass Charter School focus on college-preparatory education. As outlined by their individualized education plans (IEP), at YSFDCS students with disabilities is educated in the least restrictive environment to the extent appropriate and allowed by each student's IEP.

Once it has been determined that a student qualifies for special education and/or related services, the IEP team (special education coordinator, parent/guardian, general education teachers) meets to discuss the identified areas of weakness. The team develops appropriate goals as determined by the student's present levels of performance and current grade level. After careful review of each student's IEP, educators will design professional development workshops and trainings on differentiation, incorporating different learning modalities, and progress monitoring to fully support the implementation of the IEP and the academic success of the student.

The Special Education Team will use a fluid and flexible approach to addressing the needs of the Special Education population. The approach includes a combination of push in and pull-out strategies based on the needs of an individual student, cohort of students or remedial class section.

Special Education teachers collaborate with regular education teachers weekly to plan for modification of instruction and assessment in addition to providing targeted small group intervention support through classroom push in and pull-out. Special Education teachers primarily support math and reading across all three grades.

At the start of the school year, the Special Education team meets at to determine their schedules for student support based on the school-wide class schedules. Additionally, they share these schedules with the regular education team to ensure opportunities for weekly overlap. Additionally, regular education teachers are required to be fully aware and knowledgeable of their student's needs.

Special Education teachers also provide accommodations on all school wide assessments including test modification of Quarterly Assessments and all supports for state and school assessments as outlined in students' IEPs.

As core resources to support the Special Education Program, the team implements the KeyMath diagnostic assessments and supplemental learning programs for students who struggle with Math skills. Similarly, with respect to Reading, the team uses Rewards for decoding and Scholastic Reading Achievement (SRA) for comprehension.

As part of its overall focus on Response to Intervention (RTI) and close tracking of student progress, teachers carefully monitor student performance and identify students who are not making significant academic gains. Through the examination of diagnostic data, quarterly data and other school records, students are grouped into tiers of leveled support each fall. Strategies of various intensity levels are applied to students within each RTI tier at the start of the school year. Students in Tiers 2 and 3, who do not meet quarterly goals, are directed to our Student Support Team for additional intervention.

Teachers complete formal referrals for students who display significant academic and/or behavioral concerns. The Special Education Team reviews the referral and observes the student in the classroom on several occasions. The SST meets regularly to discuss referrals and determine a plan for supporting students' identified areas of weakness. Once the support plan is developed, the SST monitors the

student's progress and reconvenes to review and discuss progress made over a four week time period. In the event that progress is inadequate, the SST proceeds with making a referral for the student to be evaluated for special education and related services.

Our Special Education site team provides the majority of academic and behavioral supports for student with IEPs. However, we also have a school social worker, to provide individual counseling and group therapy to students who display significant social emotional challenges. Considering the young age of our population, we also recognize that many of our students with IEPs require specialized instruction and support in the areas of speech and occupational therapy.

Young Scholars Frederick Douglass Charter School worked with World Education Services to effectively implement a Behavioral/Emotional Support program that drives student achievement and supports the successful turnaround of the school's culture. The service provider works closely with the Student Support Team (SST) and the School Director to seamlessly integrate with the school's culture. Next year, we will work with ATA (Assessment and Treatment Alternatives).

The comprehensive services include:

1) Counseling Services: Teachers and/or parents can complete a counseling needs referral checklist to request targeted observations of specific students in a classroom. Follow-up observations and interviews determine whether or not students will benefit from additional support. The social worker is a part of the SST and meets with students both individually and in small groups. The counselor also runs group sessions once a week with the emotional support class.

2) Psychological Evaluations: There may be a cohort of students who have not yet been identified as students with special needs, therefore the SST team and counselor work to ensure that appropriate Psycho-social evaluations are given to support those students who need additional counseling and support.

3) Behavior Support Plans: With the implementation of a new, formalized structure, behavioral management including an increased scrutiny on the investment of students in the school day, some students struggle with social and emotional difficulties that can manifest in negative behavior. The SST works closely with regular education teachers, parents and students to set up behavior plans and goals for students that are tied to regular meetings between a student and a behavioral health counselor.

4) Data Collection: Research has shown that positive behavior interventions have a positive academic impact (www.pbis.org), but only when implemented properly. We need to first collect data to accurately select and implement a system. At Young Scholars Frederick Douglass Charter School a computer-based, school-wide information system allows us to quickly collect and analyze data. The data is then used to make informed decisions on school wide behavior systems, as well as more individualized behavior systems.

5) Social and Emotional and Character Education Programs: Character education and social emotional development are integral components of our school day and learning schedule. There are multiple opportunities to infuse social emotional standards and objectives into the fabric of the school. There is a heavy emphasis on making positive choices, school wide values (PATH), and Community Circle as structured avenues to teach, model and reinforce pro-social behaviors. Character education and social emotional lessons are a focal point of Community Circle grade level gatherings. During this time PATH values are reinforced by highlighting exceptional student achievement who has demonstrated these values or actions in class. Time is also spent explicitly discussing, modeling, and practicing key social emotional objectives through role-plays, songs, puppets, and other developmentally appropriate

formats. Additionally, we implemented Stop and Think as an independent social skill curriculum in grades K-8.

For the youngest learners, teachers utilize developmental continuums and anecdotal notes to record observations of social-emotional growth and development and meet regularly with the SST to deem the need for specific interventions. This information is shared with parents each quarter during Parent/Teacher Conferences.

If a Social/Wraparound service is mandated for a specific student, Young Scholars Frederick Douglass Charter School SST works closely with the TSS worker to integrate them into the school day without compromising the fidelity of the program.

Special Education - Attachment

- YSD Special Education Policies 2011-12

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Gontowicz	1	Itinerant Learning Support	YSFDCS	14	N/A
Hughes	1	Itinerant Learning Support	YSFDCS	19	N/A
Honeyford	1	Learning Support	YSFDCS	17	N/A
Hawkins	1	Emotional Support	YSFDCS	13	N/A
Urquhart	.75	Learning Support	YSFDCS	11	N/A
Tolson	1	Learning Support/Emotional Support	YSFDCS	11	N/A
Widmann	.75	Supplementary	YSFDCS	10	N/A
O'Hara	.75	Learning Support/	YSFDCS	7	N/A
Stokes	.75	Learning Support	YSFDCS	10	N/A
Widdmann	.25	Itinerant Learning Support	YSFDCS	6	N/A
Urquhart	.25	Emotional Support	YSFDCS	4	N/A
O'Hara	.25	Emotional Support	YSFDCS	4	N/A
Stokes	.25	Emotional Support	YSFDCS	2	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Spivak	.5	Speech & Language Support	YSFDCS	19	N/A
Todd	.25	Occupational Therapist	YSFDCS	12	N/A
Breitman	.5	School Psychologist	YSFDCS	30	Evaluations/Reevals

Special Education Program Profile - Chart III

Title	Location	FTE
Instructional Aide	YSFDCS	2

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual Title/Service Amount of Time Per Week

Delta T Staffing Agency

TSS Worker 36

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
GMADE	Yes	Yes	Yes	Yes	Yes	Yes
GRADE	Yes	Yes	Yes	Yes	Yes	Yes
Fountas and Pinnell	Yes	Yes	Yes	No	No	No
4Sight	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
GMADE	Yes	Yes	Yes	No	No	No	No
GRADE	Yes	Yes	Yes	No	No	No	No
4Sight	Yes	Yes	Yes	No	No	No	No

Student Assessment

We use a variety of assessments in order to gauge student progress in Reading, Writing, Mathematics, Science and Social Studies, including locally developed benchmark and year end tests, state PSSA assessments in Reading, Writing, Science and Social Studies, nationally standardized Math and Reading tests (GMADE and GRADE), and PSSA-linked benchmark tests developed by Johns Hopkins University (4Sight).

Our teachers and administrators are continually assessing student achievement and analyzing the data to refine our instruction to ensure that all of our students are on track and getting the assistance they need to be fully prepared to attend academically rigorous high schools by the time the graduate our school at the end of 8th grade. The feedback is used to make ongoing alterations to classroom instruction, as well as to assign students to particular tutoring and extra help programs to assist them with improving their skills.

Young Scholars Frederick Douglass Charter School AYP Status 2011-12

School	2010-11	2011-12
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Year		
AYP Status	Warning	AYP

**PSSA Proficiency Scores in Math and Reading for Annual Yearly Progress in Young Scholars
Frederick Douglass Charter School:**

School Years 2009 to 2012: Grades: 3, 4, 5, 6, 7, and 8 combined

The following tables show the percentages of students scoring proficient or advanced on the PSSA Math and Reading tests from 2009, our baseline year in our Renaissance application, to 2012. The tables show that in 2012, PSSA Math scores increased by 27% from 2009, before the turnaround. Student achievement levels on the PSSA test in Reading grew as well, though not as substantially.

PSSA Math Proficiency Percentages for the Whole School 2009 to 2012*

Math			
District	District	YS Douglass	YS Douglass
2009	2010	2011	2012
% Prof & Adv			
30%	29%	41%	57%

PSSA Reading Proficiency Percentages for the Whole School 2009 to 2012

Reading			
District	District	YS Douglass	YS Douglass
2009	2010	2011	2012
% Prof & Adv			
21%	22%	25%	29%

The following two tables show the PSSA Proficiency levels of Young Scholars Frederick Douglass Charter School students as a whole and of our African American students in Math and Reading for testing years 2009, 2010, 2011, and 2012.

**YS Douglass CS PSSA MATH Scores, Combined Grades 3, 4, 5, 6, 7, 8 2009 to 2012, Categories-
All Students, African American Students**

Math Perf Lvl	Math % of ALL			
	District	District	YS Douglass	YS Douglass
	2008-09	2009-10	2010-11	2011-12
	Below Basic	40.3%	42.1%	33.9%
Basic	27.8%	28.7%	25.1%	19.0%
Proficient	24.5%	20.3%	27.5%	35.8%
Advanced	7.3%	8.8%	13.5%	20.6%
Advanced & Proficient	31.8%	29.1%	41.0%	25.6%

Math Perf Lvl	Math % of Afr. American			
	District	District	YS Douglass	YS Douglass
	2008-09	2009-10	2010-11	2011-12
	Below Basic	40.9%	42.5%	33.7%
Basic	27.5%	29.5%	25.1%	19.1%
Proficient	24.2%	18.9%	27.6%	35.8%
Advanced	7.4%	9.1%	13.5%	20.6%
Advanced & Proficient	31.6%	28.0%	41.1%	56.5%

Young Scholars Frederick Douglass Charter School CS PSSA READING Scores, Combined Grades 6, 7, 8 2008 to 2012, Categories- All Students, Black Students

Reading Perf Lvl	Reading % of ALL			
	District	District	YS Douglass	YS Douglass
	2008-09	2009-10	2010-11	2011-12

Below Basic	53.8%	51.7%	48.1%	52.5%
Basic	24.2%	26.1%	27.0%	17.8%
Proficient	19.0%	19.2%	21.1%	27.3%
Advanced	2.9%	3.1%	3.7%	2.5%
Advanced & Proficient	21.9%	22.3%	24.8%	29.5%

The following tables show the PSSA Math and Reading test proficiency percentages for grades 3, 4, 5, 6, 7 and 8 from 2012.

Young Scholars Frederick Douglass Charter School CS 3rd Grade Math and Reading PSSA Proficiency Levels, 2011-12

Grade 3 MATH		Grade 3 READING	
LEVEL	%	LEVEL	%
Bel	12%	Bel	50%
Bas	23%	Bas	17%
Prof	39%	Prof	33%
Adv	26%	Adv	0.0%
Adv + Prof	66%	Adv + Prof	33%

Young Scholars Frederick Douglass Charter School CS 4th Grade Math and Reading PSSA Proficiency Levels, 2011-12

Grade 4 MATH		Grade 4 READING	
LEVEL	%	LEVEL	%
Bel	20%	Bel	50%
Bas	9%	Bas	20%
Prof	44%	Prof	31%
Adv	27%	Adv	0.0%
Adv + Prof	72%	Adv + Prof	30.5%

Young Scholars Frederick Douglass Charter School CS 5th Grade Math and Reading PSSA Proficiency Levels, 2011-12

Grade 5	MATH	Grade 5	READING
LEVEL	%	LEVEL	%
Bel	28%	Bel	59%
Bas	24%	Bas	19%
Prof	35%	Prof	21%
Adv	13%	Adv	1%
Adv + Prof	48%	Adv + Prof	22%

Young Scholars Frederick Douglass Charter School CS 6th Grade Math and Reading PSSA Proficiency Levels, 2011-12

Grade 6	MATH	Grade 6	READING
LEVEL	%	LEVEL	%
Bel	35%	Bel	60%
Bas	19%	Bas	15%
Prof	31%	Prof	22%
Adv	14%	Adv	3%
Adv + Prof	45%	Adv + Prof	25%

Young Scholars Frederick Douglass Charter School 7th Grade Math and Reading PSSA Proficiency Levels, 2011-12

Grade 7	MATH	Grade 7	READING
LEVEL	%	LEVEL	%
Bel	21%	Bel	42%
Bas	18%	Bas	23%
Prof	35%	Prof	30%
Adv	26%	Adv	5%
Adv + Prof	61%	Adv + Prof	36%

Young Scholars Frederick Douglass Charter School 8th Grade Math and Reading PSSA Proficiency Levels, 2011-12

Grade 8	MATH	Grade 8	READING
LEVEL	%	LEVEL	%
Bel	38%	Bel	53%

Bas	21%	Bas	11%
Prof	26%	Prof	26%
Adv	15%	Adv	9%
Adv + Prof	42%	Adv + Prof	36%

The following table shows the growth that our 8th grade students made in proficiency on the PSSA tests in Math and Reading from the end of their 6th grade year in 2010 to the end of their 8th grade year in 2012. The table shows that there was a decline in their Math score by 16.3% of 8th grade class scored at grade level or above in 2012 (e.g., Proficient or Advanced) compared with their scores in 2010. In Reading, there were 21.8% more of the eighth grade scored at grade level or above.

PSSA Subject	6 th Grade 2010	8 th Grade 2012	Growth 6 th to 8 th grades
Math	58.1	41.8	-16.3%
Reading	16.3	38.1	+21.8%

PSSA WRITING SCORES

In the spring of 2012, all of the 5th and 8th graders at Young Scholars Frederick Douglass Charter School took the PSSA Writing test. The PSSA Writing test is not available for grades 3 and 4 or grades 6 and 7. The following table shows that while less than 25% of our 5th graders scored Proficient or Advanced, 45% of our 8th graders did. The second table below shows that this year, the largest percentage in the past 5 years of Young Scholars Frederick Douglass Charter School 8th graders scored at Proficient or Advanced level in Writing

Young Scholars Frederick Douglass Charter School Percentage of 5th Graders Scoring at Various Levels on the Writing PSSA Test, Spring 2012

PERFORMANCE LEVEL	ALL %
Below Basic	6%
Basic	70%
Proficient	24%
Advanced	0%
Prof & Adv	24%

Young Scholars Frederick Douglass Charter School Percentage of 8th Graders Scoring at Various Levels on the Writing PSSA Test, Spring 2012

PERFORMANCE LEVEL	ALL %
Below Basic	10%
Basic	45%
Proficient	41%
Advanced	4%
Prof & Adv	45%

Young Scholars Frederick Douglass Charter School Change in PSSA Writing Proficiency, 2009 to 2012, Grades 5 & 8

GRADE	District	YS Douglass
	% Proficient or Advanced 2009	% Proficient or Advanced 2012
Grade 5	23.5	23.5
Grade 8	87.0	45.1

PSSA SCIENCE TEST

The school's PSSA test results for Science (4th and 8th grade are the only grade tested in Science at Young Scholars Frederick Douglass Charter School) are provided below. The first two tables show that a smaller percentage of 4th and 8th grade Young Scholars Frederick Douglass Charter School students scored Proficient or Advanced on the Science test than on the Math or Reading test (31% and 14%, respectively).

The third table below shows that a greater percentage of this year's students scored proficient or advanced compared with our baseline year 2009 (25% versus 13.3%). The percentage of students who scored at the lowest level on the Science test in 2012 was the same as 2011 which is still a dramatic decrease from 2009 (from 70% to 49%).

Young Scholars Frederick Douglass Charter School CS PSSA Results for Science, Overall and Subgroups, 4th grade 2011-12

	ALL
LEVEL	%
Bel	40%
Bas	29%
Prof	30%
Adv	1%
Prof & Adv	31%

Young Scholars Frederick Douglass Charter School CS PSSA Results for Science, Overall and Subgroups, 8th grade 2011-12

	ALL
LEVEL	%
Bel	65%
Bas	22%
Prof	12%
Adv	2%
Prof & Adv	14%

Young Scholars Frederick Douglass Charter School CS Science PSSA Scores from 2009 to 2012

	SY 2009 (District)	SY 2012	Difference 2009 to 2012
LEVEL	%	%	%
Bel	70.0%	49.3%	-20.7%
Bas	16.7%	26%	+9.3%
Prof	11.1%	23%	+11.9%
Adv	2.2%	2%	-2%
Prof & Adv	13.3%	25%	+11.7%

Local Assessments

As was mentioned earlier, Young Scholars Frederick Douglass Charter School uses a number of schoolwide assessments in order to track student achievement, guide planning and individualize instruction for student needs. The school tested all of our students using the 4Sight exams in Reading and Math three times during the year, following assessment regimen: Benchmark assessments in Reading, Math, Social Studies and Science three times during the year, GRADE standardized reading assessment as a baseline at the beginning of the year and as a final exam at the end of the year, and G-MADE standardized Math assessment as a baseline and as a final exam at the end of the year. Math results for the GMADE are attached. GRADE results are pending. Also attached are the Quarterly results for both Elementary and Middle School.

Student Assessment - Attachments

- YSD GMADE & GRADE 2011-12
- YSD PSSA Results 2011-12
- YSD Cohort Data 04-12
- YSD Q4 Results 2011-12 (ES)
- YSD Q4 Results 2011-12 (MS)

Teacher Evaluation

Twice a year, each teacher is formally evaluated by the School Director or DCIA on four performance strands (below). The purpose of the evaluation is to provide performance feedback, identify training needs, facilitate formal communication between the School Director or DCIA and teacher, and validate selection techniques (see attached evaluation form).

Performance Indicators:

1. Quality of Instructional Planning
2. Quality of Instructional Delivery as Measured by Instructional Standards
3. Student Achievement as Measured by Performance on Assessments
4. Commitment to Core Values

Further, our teachers are provided constant feedback and opportunities to improve their practice. The Young Scholars Frederick Douglass Charter School professional development program is comprised the following additional six parts:

1. Teacher and Staff Orientation

Each summer, new and returning staff members meet for two weeks before the start of the school year. During the summer orientation program, teachers and staff learn and commit to the working culture of the school, the professional standards of work and behavior, and school-wide academic goals. In addition to the standard topics (e.g., mission, school model, systems and routines, etc.), teachers spend considerable time reviewing state standards, analyzing the scope and sequence, and developing lesson plans (and emergency lessons to have in reserve). Further, Young Scholars Frederick Douglass Charter School spends time building the team through exercises designed to develop trust, mutual respect, and strong relationships. The summer orientation program also introduces the faculty to the feedback and performance evaluation processes (described below).

2. Full Day Professional Development Days

Typically held after major events like Student Orientation or school wide assessments these PD days focus on building instructional competencies and team capacity. Young Scholars Frederick Douglass Charter School sometimes uses these days to schedule full-day “Data Days” during which the staff works in grade level and content teams to analyze assessment and behavior data to determine the best strategies for student learning and growth. Professional development days also feature workshops from subject-matter experts and internal sharing of best practices.

3. Friday Meetings

Each Friday, the students are dismissed at 1:30, and the entire faculty meets from 1:45 until 4:00 for professional development. The goal of each Friday PD session is to review and adjust instructional or operational practice.

4. Team Development, Growth Opportunities and Peer Observation

Young Scholars Frederick Douglass Charter School builds a culture where teachers observe each other teaching and provide constructive, judgment-free feedback. The School Director and DCIAs use a teacher observation tool and encourages staff to use the same tool for peer observations. Young Scholars Frederick Douglass Charter School believes that there is significant

benefit to both the observed teacher (in the form of sincere, honest feedback from a peer), and the observing teacher (by looking at the craft of teaching through an analytical lens).

5. Ongoing Coaching and Real-time Feedback

In addition to quarterly formal observations of each teacher and videotape review, the School Director and DCIAs visits and observes instruction informally. They provide “quick-hit” feedback, coaching in moment when possible, or schedules a time to model a particular skill or strategy. Further, they use the notes and anecdotal observations to take the pulse of culture and instruction at the school. Data gathered from these observations is used to inform workshop topics for bi-weekly professional development.

Teacher Evaluation - Attachment

- YSD Teacher Evaluation form 2011-12

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Board of Trustee

Year	Added	Resigned
2010-11 (1 st year)	Charles B. Burkhart, Jr. Christopher J. Churchill Rachael Coats James Eagan Oliver Franklin Carmon Harvey Wendell Holland Stephanie Judson Jerre Lieberman Susan Lyall Henry Nassau Tom Rebar Patricia A. Rhubottom Jeff Sacks Tom Sharbaugh Miriam Spector Wayne B. Weisman	Frank Steel Wendell Holland Henry Nassau
2011-12	Kareen Thomas Kevin Kan Courtney Disston Gail Tomassini	Charles Burkhart, Jr. Christopher Churchill Rachael Coats Oliver Franklin Wendell Holland Jerre Liberman Henry Nassau

School Leadership Changes

In 2011-12 school year, we kept our entire leadership team from the previous year. We added a Director of Culture to lead the vision and management of student culture systems.

Board of Trustees

Name of Trustee	Office (if any)
James Eagan	
Carmon Harvey	
Stephanie Judson	
Tom Rebar	Treasurer
Patricia A. Rhubottom	Secretary
Tom Sharbaugh	
Miriam Spector	
Wayne B. Weisman	Chairman
Susan Lyall	
Kareem Thomas	
Kevin Kun	
Courtney Disston	
Gail Tomassini	
Ivy Ward	Parent Representative

Professional Development (Governance)

The primary responsibilities of the Board of Directors are to govern Young Scholars Frederick Douglass Charter School in a manner that is responsive to the needs of our students, employees and community and to ensure that the Young Scholars Frederick Douglass Charter School has the necessary financial resources to fulfill its mission. (Young Scholars Frederick Douglass Charter School Board of Directors By-laws)

The Board Nominating Committee is commissioned by and responsible to the Board of Directors. The Board Nominating Committee is responsible for Board of Directors recruitment, nominations, orientation and evaluation in accordance with the by-laws of Young Scholars Frederick Douglass Charter School as well as established policies and practices approved by the Board of Directors.

At the start of a new school year, the Nominating Committee Chair meets with newly engaged Trustees to review Trustee expectations including roles and responsibilities. At this time, Trustees are informed of the committee structure and encouraged to select a placement.

- All board members received an orientation about our mission, vision and current expansion effort.

- All board members were oriented to the organizational structure of our Board of Directors. This included an explanation of expectations for board members as well as the responsibilities of our five working committees (Executive, Finance & Audit, Development, Planning, Property & Curriculum, and Nominating).
- All board members were oriented to our school's bylaws, policies, practices, and programs.
- All board members received training on the Sunshine Law and the Charter School Law.

Coordination of the Governance and Management of the School

The board communicates directives through the CEO for implementation. In turn the Board receives progress reports via mail, phone, fax or email on the successes and challenges of directives. Directives are also discussed during board meetings. The day to day operations are overseen by the CEO and Leadership Team.

Coordination of the Governance and Management of the School - Attachments

- YSD BOT Schedule 2012-13
- YSD BOT Schedule 2011-12

Community and Parent Engagement

Young Scholars Frederick Douglass Charter School believes in a collective commitment to student achievement and this is especially true in a turnaround environment. The Young Scholars Frederick Douglass Charter School staff members have the tools, protocols and track record to drive student achievement within the four walls of the school building. However, it is the connection to the community at all levels that supports the school-wide success.

Neighboring Community

Focus on strong relationships in the neighboring community is critical to developing community support for the mission and approach to student achievement. Young Scholars Frederick Douglass Charter School takes a proactive approach to building community support and has engaged a part-time Community Engagement Specialist who is a trusted, community organizer in the surrounding neighborhood. As a part of his weekly tasks, the Community Engagement Specialist organizes weekly visits to school's campus. These visits include a tour, a brief overview of the model and sitting in on a morning Community Circle. The intent is to cement the school as a central part of the community and to promote the collective commitment to success.

Community Based Organizations

The school's Student Administrative Leadership Team is constantly gathering input from parents and community members regarding ideas and partnerships that can be utilized to assist the school in meeting its mission for all of the school's students and families. The school has had numerous partnerships with community organizations, including Teach For America, City Year, Freedom Theater, Blue Horizon, Columbia North YMCA, Temple University, The Clay Studio,

Journey Home, The Gesu School, Saint Paul Music Productions, Spells Writing Lab, 954 Dance Collective, Outward Bound, among many others.

Stakeholder Input

Teachers provide input to the Board via the CEO and Director of Curriculum Instruction Assessment (DCIA) and are involved in management of the school through weekly staff meetings held every Friday afternoon for 2 to 3 hours. Teachers also are involved in the management of the school through an extended planning period prior to the opening of each school year.

YSFDCS also conducted a comprehensive survey of Parents, to solicit feedback about the school year. In a survey in 2010-11, we asked parents to respond to a series of statements with a score from 1-5, with 1 indicating they strongly disagreed with the statement and 5 indicating strong agreement. The average score for statements regarding Overall satisfaction with the school was 13.3. The average score regarding satisfaction with Communication was a 13.3 (78.6 whole communication section), and the average score regarding school Culture was a 73.3 . Comments offered about the school included:

- “Young Scholars Frederick Douglass Charter School wants you to go to college.”
 - "The curriculum is outstanding at first my student was troubling in reading and math now he is knocking them with A's and B's and I'm so proud."
 - "Every students are dedicated to learning. They just don't give up, they keep going until they feel as though they feel accomplished what they've did."

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Young Scholars Frederick Douglass CS receives Title I, Title II, and IDEA funds. In addition, the school receives a per pupil stipend from the School District of Philadelphia. The funds received from the District represent 80-85% of what is provided to traditional district schools. Therefore, Young Scholars Frederick Douglass CS raises additional funds on an annual basis.

Young Scholars Frederick Douglass CS is committed to employ a number of strategies to seek funds from diverse sources including local and national foundations and corporations, government funding streams, and individuals to ensure that it fulfills its mission to prepare Philadelphia students for the path to college and to provide students with the foundation of life skills to successful.

During the 2011-12, Young Scholars Frederick Douglass Charter School raised \$30,000 through foundation support.

Fiscal Solvency Policies

In order to maintain fiscal solvency, cash flow is projected on a monthly basis for the fiscal year. If there is an area that needs adjustment, it is modified immediately. Further, the CEO reviews all incoming expenses before any payments are processed. The Board reviews finances at its quarterly Board meetings and the Board has a Finance & Audit Committee which works with the CEO on a monthly basis. The school uses QuickBooks Pro to manage school finances. All accounts are reconciled on a monthly basis. The school uses the GAAP system, has an annual audit performed by Larson Allen and works with a CPA to assist in reconciling records on an as needed basis. There are three check signers at the school and the Board has created a policy whereby two signatures are required on all checks over \$2,500. If a check is being signed to one of the check signers, he or she may not be the sole signer of that check, regardless of the amount. There is a minimal amount of cash collected by the school throughout the year (<0.5% of overall budget) in exchange for student tokens, lunch and uniforms. There are reconciliation sheets created for all three of these areas. Petty cash is handled on a reconciliation sheet as well.

Accounting System

Young Scholars Frederick Douglass Charter School uses QuickBooks Pro to manage school finances. The School uses the GAAP system and has retained a CPA to assist in reconciling records on a continuous basis. The school has a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utility.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- YSD Statement of Finance 2011-12

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

Young Scholars Frederick Douglass Charter School' audit firm is Larson Allen, Public Service Group. The 2011-12 audit is scheduled for September 2012, Young Scholars Frederick Douglass Charter School will submit this report with the 2012-13 Annual Report. The complete audit for the 2010-11 SY is attached to this section. The school did not have any findings.

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

- Audit Report 2010-2011

Citations and follow-up actions for any State Audit Report

Young Scholars Frederick Douglass Charter School did not undergo a state audit conducted by the Auditor General. Young Scholars Frederick Douglass Charter School understand our obligation to forward our Financial Statements and Supplementary Information each year for the year ending June 30 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

SECTION VII. FACILITY RESPONSIBILITIES

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

In 2010-2011, Young Scholars Frederick Douglass Charter School took over the existing Frederick Douglass building. We renovated the building: re-tiling the floors, re-painting the classrooms and hallways, dropping the ceilings in the hallways, purchasing over \$150,000 of new furniture and \$20,000 of culture materials to help remind our students every day that they are on the PATH to college. In 2011-12, we installed air conditioners in every classroom, (\$80,000 project).

For the 2012-13 school year, we are planning on completing major repairs to the boilers (\$20,000) and completing some minor renovations to keep the buildings in good conditions (~\$50,000).

Future Facility Plans and Other Capital Needs

YSFDCS will continue to make renovations and purchases as necessary to fulfill the needs of our student body. In summer 2012 we are offices into usable classroom space. Additionally, we are completing major repairs to boilers #1 and #3 (\$20,000) and installing sound dampening tiles in the gym.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

A nurse is available to provide health services to students at Young Scholars Frederick Douglass Charter School five days a week. Young Scholars Frederick Douglass Charter School contracts with the Mid Atlantic Consortium of Charter Schools (MACCS) for these nursing services, which includes a Licensed Practical Nurse who provides the day-to-day nursing services. She is responsible for checking the vision, height, weight, and hearing of students and making necessary referrals to parents when problems are founded. She also is involved in the provision of health education, including safety, nutrition, and healthy living skills.

The nurse is overseen by a certified school nurse who is at the school no less than one day a week. The certified school nurse:

- Provides administrative and clinical oversight of school nursing activities.
- Ensures that all screenings are performed in accordance with state mandates.
- Supplements and reinforce health education curriculum.
- Oversees training of nursing staff.
- Assists in interpreting health needs.
- Provides information related to health issues.
- Assists in budget preparation.
- Prepares and directs staff development presentations in the area of healthcare.

Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains physical, copy of immunization records, screening results, pupil medical history, emergency contact form, any professional observations, progress notes, problem list with follow up, copy of any nursing care visits, medical administrative release forms, and doctors' prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room at Young Scholars Frederick Douglass Charter School in a locked file cabinet, available to the nursing staff and is the property of the charter school. Records are reviewed every month by MACCS' certified school nurse to maintain accuracy. The nursing staff and health services agency (MACCS) comply with all federal, state and local law, rules and regulations regarding the confidentiality of medical records created by it or its employees or contractors.

The Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" for 2011-12 will be submitted to the Pennsylvania Department of Health's Division of School Health by the September deadline. The report and the receipt for the 2010-11 SY is attached to this section of the report.

Finally, Young Scholars Frederick Douglass Charter School is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, Young Scholars Frederick Douglass Charter School developed a school Wellness Policy, a copy of which is attached to this report.

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

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

Current School Insurance Coverage Policies and Programs

For the 2011-12 school year, Young Scholars Frederick Douglass Charter School is insured at the following levels:

Commercial general liability \$1,000,000

Damage to Rented Premises \$1,000,000

Medical expense (any one person) \$10,000

Personal & advertising injury \$1,000,000

General Aggregate \$2,000,000

Products-completed operations aggregate \$2,000,000

Automobile Liability \$1,000,000 (Combined Single Limit)

Workers compensation & Employers' Liability

- Each Accident \$500,000

- Disease — Each employee \$500,000

- Disease — Policy Limit \$500,000

Excess/Umbrella Liability

- Each occurrence \$5,000,000 - Aggregate \$5,000,000

- Retention \$10,000
- Other - Total Policy Limit of \$1,000,000.

Student Accident Coverage is included.

The producer of our Certificate of Liability Insurance is Boardman Hamilton Company of Philadelphia, PA..

The insurers affording coverage are Twin City Fire Insurance Co, NAIC # 29459; Hartford Casualty Insurance Co, NAIC # 29424; and Hartford Underwriters Company, NAIC # 30104.

Additionally, employees are provided with Health coverage that includes: Blue Cross/Blue Shield. Keystone, Aflac, and United Concordia through Lincoln Benefits Group.

Current School Insurance Coverage Policies and Programs - Attachments

- YSD ACCORD Statement 2012-13
- YSD ACCORD Statement 2011-12

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Young Scholars Frederick Douglass Charter School had a total of 70 professional staff members this year, including the school's School Director. A high percentage of staff this year held certifications in their appointed positions (75%). The school is expecting to have 60% of teachers returning in the fall of 2012.

This year, Young Scholars Frederick Douglass Charter School made use of a standards-based curriculum that has a testing and data-driven decision-making system and a comprehensive professional development system to support these aspects of our program. To complement this, we have rigorous selection criteria, since we know that teacher quality is one of the highest indicators of student achievement. Less than 2% of all applicants to our network (people do not apply to individual schools directly) are accepted.

Quality of Teaching and Other Staff - Attachments

- YSD PDE 414 2011-2012
- YSD SuPer Approval 2011-12

Student Enrollment

Enrollment at Young Scholars Frederick Douglass Charter School is determined by a catchment area. Any students who reside within the given area are eligible to attend YSFDCS.

School Year	Actual Fall Enrollment
2011-2012	745
2010-2011	650
2009-2010 (District)	570

School Year	Attendance Rate
2011-2012	92%
2010-2011	90.24%
2009-2010 (District)	89.68%

Student Enrollment - Attachments

- YSD Admission Policy
- YSD PIMS Student 2011-12

Transportation

We work with the School District of Philadelphia to coordinate transportation for our Special Education students who require it. The rest of our students walk or take public transportation to school.

Food Service Program

The School District of Philadelphia provides our food services. Young Scholars Frederick Douglass Charter School participates in the free and reduced lunch program. Approximately 100% of the Young Scholars Frederick Douglass Charter School students qualify for free and reduced lunch.

Student Conduct

Discipline:

Young Scholars Frederick Douglass Charter School will focus on strong enforcement of discipline protocol right off the bat for all grade levels. It is our assumption that the application of the Whole School Model including a “sweat the small stuff” approach to discipline may result in higher reported behavior problems.

The following ladder of consequences is applied to the earliest learners (K-2):

1. Whole Class Reminder of Expectations
2. Verbal Warning and Individual Redirection
3. Color-change
4. Quiet Reflection
5. Removal From Class & Phone Call Home

Additionally the following ladder of consequences is applied for students in grades 3-8:

1. Whole Class Reminder of Expectations
2. Verbal Warning and Individual Redirection
3. Scholar Dollar Deduction
4. Quiet Written Reflection (In-Class) Signed by Parent
5. Student Sent to School Director, Phone Call Home, Formal Office Referral

Students are taught that when they make good choices they are rewarded and when they make poor choices there are consequences. It is their duty to adhere to the expectations of the school so that they can learn more, keep the community safe and enjoy learning. The following adjustments to the consequences aligned to frequency of negative color marks in K-2 and low paychecks in 3-8, have been made.

Kindergarten through 2nd grade:

- Families with scholars receiving seven red marks over two weeks are required to participate in a parent-teacher-school leader conference to execute a behavior intervention plan.
- Continued challenges with extreme behaviors in the classroom will result in a greater level of consequences to be determined individual student and need.

4th through 8th grade:

- Families of scholars with a paycheck balance below \$30 per week for quarterly are required to participate in a parent-teacher-school leader conference to execute a behavior intervention plan.

To be effective in promoting a positive, safe culture of student achievement the discipline policy must be fully understood by parents, student, and staff. The Discipline Code is introduced during the parent/student orientation at which point a review of enforcement practices will also be addressed. Further, the goal is to show parents and students why a positive, safe culture is central to learning. Similarly, time is spent during staff orientation reviewing and practicing (through role plays, etc.) the policy and enforcement protocols so that the rules are applied consistency by each staff member.

Teachers are the primary classroom managers and should proactively deal with student misbehavior by anticipating and dealing with bad behavior on their own before it escalates. Teachers are empowered to send students to the Director of Culture but do so only after every intervention has been tried first. Typically, a student should be sent out of class if they are interfering with the teacher’s ability to instruct the class or are purposefully disruptive or disrespectful. This should be reserved as a last resort. Teachers should enact the Ladder of Consequences, outlined below, in advance of calling on an administrator to step in. Whenever a student is sent out of the classroom, the person who sent the student to another authority should find time to sit down with the student later to fully explain the infraction and resolve the situation. A written referral must also document the reasoning for sending the student to the Director of Culture.

Step	Intervention
1	Whole class reminder of expectations
2	Verbal warning and reminder to individual student
3	Paycheck deduction
4	Student is separated from class and must write a behavioral reflection at the back

	of the classroom and a phone call is made home
5	Student is sent to the Dean of Culture and phone call is made home and an official Referral is written

The following outlines behaviors that demand immediate involvement of the Director of Culture or other Administrator:

The Director of Culture must be involved in the following situations:	
A student appears significantly distraught to the point where it is interfering with their ability to learn	
A student uses profanity or is openly disrespectful to a teacher	
A student threatens, harasses or curses at another student	
Any instance of violence, even small, that could instigate fighting or leads to fighting	
If a student is found in possession of a weapon	
A student is purposefully destroying school property	
A student is suspected to be under the influence of any drug or alcohol substance	

In the event of a serious infraction or disregard for school rules and policies, a teacher or staff member reserves the right to jump to the appropriate level on the ladder of consequence:

After School Detentions

Any student earning less than \$30.00 a week will have to stay from 3:45-4:45PM. Families are contacted the day before their child has to serve the after school detention.

Whenever possible, detentions are served on the day after it is earned.

*Any teacher who issued an automatic detention must also call home to explain why the student received the automatic detention.

During detentions the focus is on homework, to make up for the loss of learning due to the behavior that warranted the detention.

Repeated Violations and Disregard for School Rules and Policies:

Repeated violations of school rules and policies as demonstrated by referrals to the Director of Culture or low paycheck averages will result in more severe disciplinary actions, such as in and out of school suspensions, mandatory family meetings with school administrators, loss of certain school privileges and possible expulsion.

Any student earning a paycheck average below \$30.00 for six consecutive weeks is required to have their family come to school for a behavioral intervention meeting and a behavioral intervention plan is created for the student, outlining next steps for the student and future meeting dates for the family.

In the case of an out of school suspension, a students' family may be called to remove the student from school that day if the offense is serious enough to warrant this action. If a student is suspended for the following day they will not return to class and will complete all of their class work in the Director of Culture's office.

Upon returning to school after an out of school suspension, a parent or guardian must accompany the student to school for a reinstatement meeting at a time arranged between the Director of Culture and the student's parent or guardian.

Any student who receives an in class suspension or out of school suspension must publicly apologize to the community at Community Circle upon their return to school.

During the past year there were 222 suspensions.

Four students were expelled during the 2011-12 school year.

Student Conduct - Attachment

- YSD Parent Guide 2010-11

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2013

The Young Scholars Frederick Douglas Charter School 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
2012 - 2013 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 Young Scholars Frederick Douglas Charter School 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: Onome Pela **Title:** Ms.
Phone: 215-684-5063 **Fax:** 215-684-8916
E-mail: opela@phillyscholars.org

Signature of the Chief Executive Officer and Date

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

Name: Wayne Weisman **Title:** Mr.
Phone: 215-684-5063 **Fax:** 215-684-8916
E-mail: wweisman@scppartners.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Megan Scelfo **Title:** Ms.
Phone: 215-684-5063 **Fax:** 215-684-8916
E-mail: mscelfo@phillyscholars.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- YSD Signature Page 2011-2012