
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report **Tuesday, October 09, 2007**

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SECTION I. EXECUTIVE SUMMARY

Organization Description

Located in the 340-acre Schuylkill Center for Environmental Education, Green Woods Charter School ("GWCS") completed its fifth year of operation in June 2007. In the 2006-2007 school year, GWCS maintained a population of 195 students, grades K-8. In the past GWCS drew its families predominately from the Northwest section of the City of Philadelphia; however through

our communication and positive publicity, good word has gotten out throughout the city about our innovative program, unique learning environment and academic success. As a result, families from all areas of Philadelphia now apply for admission.

This four-member School Leadership Team (SLT) model was approved, enacted and overseen by the Board of Trustees from the Summer of 2005 through the Winter of 2007. In 2007 the Board of Trustees restructured the SLT model from a four-person team to a two-person team. Upon its inception, it was always the goal of the Board of Trustees to monitor the SLT structure as a viable and productive model for Green Woods Charter School and to revise this model when necessary.

Our unique, standards-based curriculum has received numerous accolades including the status of "Exemplary Curriculum" (July 2006) and, in 2007 Green Woods Charter School received the Governor's Award for Environmental Excellence. Green Woods has also received the Keystone Achievement Award for making AYP each year. Our use of the natural environment and hands-on projects complement sound instruction in the core academic areas, facilitating learning characterized by high levels of student engagement and student achievement. GWCS' Using the Environment as an Integrating Context Curriculum (EIC) provides the framework and the basis for lesson plan development at GWCS. Through the EIC model, PA standards drives the selection of textbooks, literature, unit development and assessment. In fact, the EIC permeates all aspects of our day-to-day classroom learning and budget development including decisions made for the selection of music for concerts, topics in our fine arts classes and focus for teachers' professional development.

The Schuylkill Center for Environmental Education (SCEE) staff works side-by-side with GWCS educators and provides each classroom with three 45-minute periods a week of standards-based instruction in Environment and Ecology. A minimum of one class each week takes place outside utilizing the Center's ponds, streams, forest and fields as a learning laboratory. We have clarified and defined many of our pedagogical objectives written in our Charter's mission, vision and values statement. One important focus is our mission to provide many opportunities for children to participate in educationally meaningful, hands-on projects related to environmental and ecological issues.

Community partners helped us accomplish this mission: long-term, multi-grade project collaborations took place with PECO-Exelon, Philadelphia Water Department, Pennsylvania Game Commission, Pennsylvania Fish and Boat Commission, Department of Environmental Protection, Philadelphia Recycling Department, Blue Mountain Recycling, RecycleBank, American Water, and GreenTreks Network, Inc. In addition, teachers created effective projects around school-wide themes with a culminating Museum Night exhibiting student's work for parents and other visitors. This event was attended by more than 300 parents and community members and actively engaged our entire school community. This directly supports our school mission statement.

Another example of the GWCS's efforts to engage our community is the formation of a Home School Committee, by the Board of Trustees. The details of how the committee will operate and support the GWCS board and SLT is currently being established by a core group of parents. This committee is in the early stages of development and is seeking input from the larger parent body by holding open meetings for input on specific topics. The purpose for establishing a viable HSC is threefold: to discuss and identify "school creation" issues, that is, things that Green Woods has never done before or that Green Woods may need to redefine in order to reflect our mission and vision; to build open and honest communication between home and school, and to help organize, advertise, and carry out school/community events. Additional responsibility of the HSC will be to host three Town Meetings during the school year.

Core Purpose

Mission

The mission of Green Woods Charter School is to provide children in grades K through 8 with the opportunity to be active, knowledgeable and conscientious young investigators by fostering a keen understanding of the interrelatedness and interdependence of our local and global existence.

Vision

Children at Green Woods Charter School will understand that learning is an ongoing process requiring a strong foundation. They will use their special talents and knowledge to constantly improve themselves, their learning, their school, and the environment.

Shared Values

All stakeholders, administration, staff, students, and parents, will engage in ongoing self-assessment and improvement initiatives. We will be self-critical, constantly learning and continuously improving, accepting responsibility to always be the best.

We will all remember that the needs of the children will always come first.

Children will be empowered to make thoughtful and responsible decisions. In addition to knowing how to do things, children will understand why.

Children will not simply tolerate, but will enjoy and actively search for diversity, recognizing that many perspectives are necessary to create a complete picture.

Children will recognize that world problems are complex and the search for answers must include research into politics, economics, human cultures, and the sciences.

Within safe boundaries children will uninhibitedly make mistakes, knowing that each mistake is a treasure trove of information, that mistakes are an essential part of the search for knowledge and that mistakes provide an unparalleled learning opportunity.

Through small, constant steps, our children will develop the precious habit of improvement, doing things better, little by little, all the time.

Children will comfortably ask for what they feel they need, knowing that assistance will be forthcoming, yet recognizing that some answers are not immediate.

We recognize that all children learn in different ways and at different rates. Students with learning differences will participate in all aspects of the educational experience with appropriate accommodations, creating a positive learning environment for all.

When children learn within a culture of motivation, self-esteem, responsibility and mutual respect, circumstances for inappropriate behavior are greatly minimized. Rules, expectations and consequences will be clearly defined and uniformly communicated.

Academic Standards

Charter School Law, mandated by the State of Pennsylvania, dictates that all charter schools are to be self-managed public schools established with an expressed purpose: ***“Charter schools foster innovation and serve as models for traditional public schools.”*** True to this mandate,

Green Woods Charter School has met this challenge. We continue to be innovative both in our approach to delivering a high-quality standards-based curriculum and our commitment to fostering a collaborative atmosphere to support student learning.

How Does the Development of a Comprehensive EIC Curriculum Help Foster Academic Success?

Through Green Woods unique EIC curriculum framework, students apply higher-level thinking and creative problem solving when they explore the interface between the natural and social systems that comprise their community. They develop a comprehensive understanding of the complexity of real-world concerns as they investigate how their natural surroundings interact with the diverse cultural, economic, and political systems. In addition, students apply their knowledge and skills, from a variety of subject areas, to studying the systems that define their community.

Integrated-interdisciplinary instruction challenges all students by focusing on developing an understanding of the local community studying the relevant social and natural systems, structures, functions and relationships. Students who learn within the framework of the EIC Model recognize connections that they were previously unaware of and see how what they are learning fits together to explain the world around them. In addition to providing students with their specialized disciplinary knowledge and skills, EIC Model teaching teams provide students with a means by which they can gain a holistic understanding of the natural and social systems that constitute their community.

A brief history of our past success

In 2004 Green Woods Charter School hired a Coordinator of Curriculum and Instruction who saw the potential for Green Woods to serve as a model for curriculum reform and innovation. As the only public or charter school in the entire country to be housed within a nature center, Green Woods is certainly unique. Located on 370 acres of forest, streams, ponds, and fields, Green Woods is the perfect location to implement an approach to learning known as “Using the Environment as an Integrating Context for Learning (EIC).”

Using the Environment as an Integrating Context defines a framework for interdisciplinary, collaborative, student-centered, hands-on, and engaged learning. At Green Woods we use the environment as a comprehensive focus and framework for learning in all areas: general and disciplinary knowledge, thinking and problem-solving skills, and basic life skills, such as cooperation and interpersonal communications. EIC-based learning is not primarily focused on learning about the environment, nor is it limited to developing environmental awareness. It is about using a school’s surroundings and community as a framework within which students can construct their own learning, guided by teachers and administrators using proven educational practices.

The foundation for Green Woods EIC Curriculum is the Pennsylvania Academic Standards for Environment and Ecology which focus on the real world and how it works. Fifty percent of the Environment and Ecology Standards directly relate to Social Studies Standards. Integrating concepts relating to Economics, Civics and Government, and Geography are done well through the EIC approach. This allows for a relatively seamless integration of Science and Social Studies. Language Arts skills are reinforced throughout our middle school curriculum as our students read and write across all disciplines. In Language Arts class our students read novels and write research papers and newspaper articles based on topics covered in Science and Social Studies. Special subjects such as Art, Music, Spanish, and Technology also support our EIC curriculum framework. Teamwork is essential to integrated learning as it ensures that our students are making connections across all disciplines.

Through a Herculean effort, in just two years time Green Woods' EIC curriculum was awarded "Exemplary Status" by the Department of Education and the words inscribed on our plaque say it all:

"In recognition of your school's high standards of excellence in both standards-based teaching and learning and for giving your teachers the incentive to make change and the power of decision to make those changes."

Our plan to support our future goals

First and foremost, any school wishing to facilitate change in curriculum purpose, content, organization, and format must remember that successful change will be based on teachers changing their conceptions of curriculum and their level of involvement in curriculum development. Research tells us that teachers will implement curriculum successfully only if they have been involved in its development and can adapt it to their specific classroom and school situation.

Tanner and Tanner (1980) wrote that teachers and local schools function in curriculum development at one of three levels: (1) imitative maintenance, (2) meditative, or (3) generative. Teachers at Level I are concerned with maintaining and following the existing curriculum. Teachers at Level II look at development as refining the existing curriculum. Teachers at Level III are concerned with improving and changing the status quo.

Teachers at Level III take an aggregate approach to curriculum development. The curriculum is examined in its entirety by the individual teacher and the school's whole educational staff and questions of priority and relationship are asked. Teachers at Level III use generalizations and problems as the center of curriculum organization. They stress the broad concepts that specialized subjects share in common, and they use and develop courses of study that cross subject areas. Green Woods teachers are creative and generative. We are clearly operating at Level III.

Operating at Level III, Green Woods teachers experiment in their classrooms and communicate their insights to other teachers. We are consumers of research and have greater responsibility for curriculum decisions at the school and classroom levels. Our teachers exercise independent judgment in selecting curriculum materials and adapt them to local needs. They regard themselves as professionals and, as such, are continually involved in the progress of making decisions regarding learning experiences.

"When teachers work together to plan multi-week curriculum units, working backwards from state standards, 'big ideas' and unit assessments, the result is more-thoughtful instruction, deeper student understanding, and yes, better standardized test scores—this kind of curriculum design is rare."

Kim Marshall, Education Week,

September 2006

Green Woods unique approach to curriculum and instruction is not only innovative, but rare. In an article published in the September 20, 2006 edition of Education Week, education expert Kim Marshall writes, "When teachers work together to plan multi-week curriculum units, working backwards from state standards, 'big ideas' and unit assessments, the result is more-thoughtful instruction, deeper student understanding, and yes, better standardized test scores."

Marshall goes on to say that, “this kind of curriculum design is rare.” Marshall also tells us that to this end, building the capacity of teacher teams is crucial, “When teachers work together to achieve specific, measurable goals for which team members are mutually accountable, that’s truly the engine of student improvement.”

As we reflect back on our success and look ahead toward the further development of our EIC curriculum, our continued success will not be possible without a collaborative effort of our teachers, board, administration, parents, and community members. Throughout our curriculum development process, Dr. Patricia Vathis of the Office of Environment and Ecology and regional director for the EIC Model, has been our guide and mentor. Dr. Vathis is extremely pleased with our success as a school. She is committed to supporting our future goals and we are very grateful for her commitment to excellence and her continued support of Green Woods.

In most schools, the Curriculum Committee is limited to simply one or two representative members of each area of our community. Instead, at Green Woods, the task of designing, implementing and supporting our successful curriculum model involves all of our teachers, all of the time. Key members of our school community and our partners in agencies throughout the state also play a role by sharing their resources and expertise. Our future efforts will continue to reflect the Department of Education’s mandates, Charter School Law, NCLB requirements, our teachers desire to teach differently and, of course, our Board of Trustees directive to foster a collaborative school learning environment.

To that end, all of the following stakeholders have been, and will continue to be, involved in this process, engaged in a team effort and coordinated through a collaborative process by Jean Wallace, Green Woods’ Coordinator of Curriculum and Instruction. And, we will continue to challenge ourselves and each other as we work together to define what we need to do in our school to improve learning for all of our students.

Green Woods Teaching Team Responsible for Curriculum Development

« Allison Hart, Kindergarten

« Melina Kuchinov, First Grade

« Kristina Skladaitis, Second Grade

« Juli Vitello, Third Grade Teacher

« Leigh Ashbrook, Fourth Grade

« Kim Lewullis, 5th — 8th Grade Language Arts

« Ashley Vandegrift, 5th and 6th Grade Social Studies & Mathematics

« Jill Beccaris, 7th and 8th Grade Social Studies & Mathematics

« Kathleen Geist, 5th — 8th Grade Science

« Barbara Mail, Art

« Anna Whitman, Technology

« Jennifer Hoffman, Director of Education, SCEE

« Melinda Coughlin, Special Ed Coordinator

« AnneMarie McNichol — Reading Specialist

« Jean Wallace, Coordinator of Curriculum and Instruction

Jean Wallace is the Coordinator of Curriculum and Instruction at Green Woods Charter School. Jean has been working collaboratively with PDE and DEP for more three years to design and implement our curriculum. Jean holds a PA State Emergency Certification for Supervisor, Curriculum and Instruction. Jean has a Master's Degree and Certification in Environmental Education as well as a certification in Elementary Education.

Conducting a Needs Assessment and Supporting Those Needs

In "Supervision and Instructional Leadership" Glickman, Gordon, and Ross-Gordon write, " We are rapidly moving away from the era when professional development usually means either a 60-minute speech by an outside consultant or a 'one-shot' workshop. By contrast, effective professional development is the meshing of school-wide, group, and individual goals."

To this end, Green Woods continually surveys our teaching staff to help identify those common areas of need so that these general needs can be addressed .School-wide goals are chosen from a broad range of options allowing individuals to design their own, personal, professional development goals. Since we operate on a very limited budget, and our faculty has the potential for a variety of needs, a school-wide approach to professional development is best in identifying and meeting individual as well as collective needs.

Four areas of need that were identified and addressed during the 2006-2007 school year were:

#1. Deliver Data-Driven Instruction

Need Statement: Due to the emphasis on NCLB, our teachers wanted to work collaboratively to deliver instruction that met the direct needs of students. The teachers expressed a desire to meet specific needs as opposed to general needs of students.

Support: Teachers were given an opportunity during professional development to work as a whole school and in grade-level teams to analyze Math and Reading TerraNova and PSSA data and compile a list of strengths and weaknesses in strands relating to Math and Reading.

#2. Enhance EIC Curriculum Integration at 5-8 Level

Need Statement: The success of our curriculum is determined by how well we integrate across disciplines. It is critical that the middle school teachers continue to work collaboratively and effectively to support integrated learning experiences for students.

Support: Teachers' schedules were evaluated and revised to reflect more opportunities for team-teaching and to allow for in-classroom observations and meaningful collaboration to support integrated learning.

#3. Provide Meaningful Professional Development Opportunities

Need Statement: Our continued success toward becoming a model school in our state directly relates to our ability to provide powerful examples of what can happen in schools where teachers work collaboratively to support students. As we strive to become a success story for innovation in curriculum and instruction, we need to model the effectiveness of collaboration by helping to build capacity in our school recognizing that we, as a team, are responsible for our own teaching and learning.

Support: Everyone in our organization was given the opportunity to highlight their areas of strength. GWCS utilized the strengths of our own team members to develop and implement professional development at GWCS.

#4. Increase EIC Literacy Integration of Science Content at K-4 Level

Need Statement: In the era of NCLB, there is a strong emphasis at the K-4 level on Reading, as well as Science. As a school dedicated to using the environment as a focus for student learning, it is important that we discovered ways to successfully integrate non-fiction science content into our early reading programs.

Support: Direct professional development by PDE in the Reading to Learn Content Workshop for all members of the K-4 teaching team. Each members received a Reading to Learn Content Kit, developed by Dr. Patricia Vathis, made up of non-fiction books that specifically relate to PA Academic Standards in Science and Environment and Ecology. Green Woods teachers will work with nonfiction literature to learn how to develop the major ideas of environment and science. They will expand their repertoire of instructional strategies that will support students' learning that probe student's understanding of environment and science. Teachers will develop an understanding of the importance of fiction vs. nonfiction in the classroom as it relates to environment and ecology.

#1. Data-Driven Instruction

Action	For Whom	By Whom	
Successfully prepare all teachers to deliver high-quality data-driven instruction at K-8 levels	· Instruct all teachers K-8 and specials in how to analyze TerraNova and PSSA test score data	· Special Ed Coordinator (SEC) and Coordinator of Curriculum and Instruction (CCI)	
· Review assessment anchors in Reading, and Science.	· K-8 staff to analyze data and create action plans	· Dr. Patricia Vathis,k PDE.	
· Identify weakness areas relating to strands and anchors in individual grades and schoolwide	· Pyramid planning with K-8 staff to help guide differentiating instruction in lesson plan development	SEC conducted "pyramid" planning PD sessions based on weaknesses in identified content	
· Deliver data-driven instruction at K-8 grade			

level			
#2. Enhance EIC Integration at 5-8			
Action	For Whom	By Whom	
Evaluated and revised schedule to ensure increase level of integration across disciplines at middle school (5-8) level and specials	· Schedule common planning time and team-teaching opportunities for all 5-8 disciplines	· CCI held meetings with middle school team to discuss success of EIC integration.	
Increase in cross-grade-level projects that support environmental project-based learning	· Teachers and students in grades 5-8	CCI held meetings with SCEE Director of Education to be sure projects are moving along as scheduled.	
#3. Provide Meaningful Prof. Dev. Opportunities			
Action	For Whom	By Whom	
Identify individual and group professional development needs	· All teaching staff	· CCI	
Based on determination re: budget - searched for cost-effective EIC professional development presenters	· Individual and groups of faculty members with similar needs	<ul style="list-style-type: none"> • All Green Woods teaching staff • PDE • PATTAN 	
#4. Increase EIC Literacy Integration of Non-Fiction Science Content at K-4			
Action	For Whom	By Whom	
Workshop on Reading to Learn Content to provide strategies for integration of science concepts into early literacy	· All K-4 teachers, assistants, reading specialist, CCI	<ul style="list-style-type: none"> • Dr. Vathis, Department of Education, Office of Environment and Ecology 	

As we look ahead to the future of Green Woods it will ultimately be our budget that will determine the kinds of workshop experiences we are able to implement to support our curriculum goals. The very focus of our EIC Curriculum framework requires teachers to continually improve both their content knowledge as well as their delivery of sound instructional strategies to support student learning. We have a strong team effort already in place. Our interdisciplinary approach requires us to implement instructional strategies that effectively support multiple intelligences. Our EIC curriculum framework is an ever-evolving document and the needs of our students will determine the strategies that we use to deliver sound academic instruction.

Strengths and Challenges

Strengths

Through Green Woods unique EIC (Using the Environment as an Integrating Context) curriculum framework, students apply higher-level thinking and creative problem solving when they explore the interface between the natural and social systems that comprise their community. They develop a comprehensive understanding of the complexity of real-world concerns as they investigate how their natural surroundings interact with the diverse cultural, economic, and political systems. In addition, students apply their knowledge and skills, from a variety of subject areas, to studying the systems that define their community.

Through the EIC Model, educators help students develop their understanding of the interactions among natural and social systems and their community's cultural characteristics. Studying the natural systems in their region involves exploring natural habitats, ecosystems, or the area defined by the local watershed. Through investigation of local social systems students also study agricultural, industrial, political, legal and cultural structures.

Integrated-interdisciplinary instruction challenges all students by focusing on developing an understanding of the local community studying the relevant social and natural systems, structures, functions and relationships. Students who learn within the framework of the EIC Model recognize connections that they were previously unaware of and see how what they are learning fits together to explain the world around them. In addition to providing students with their specialized disciplinary knowledge and skills, EIC Model teaching teams provide students with a means by which they can gain a holistic understanding of the natural and social systems that constitute their community. The above graph reflects the essence of EIC Learning and the level of understanding that is realized when students go from a more traditional, discipline-based learning experience, to making connections across disciplines. Green Woods will continue to build on our successful EIC model and provide opportunities for teachers and support staff to take part in training sessions that allow them to gain the skills necessary to foster a challenging, integrated, and standards-based learning environment for all of our students.

Our most recent Terra Nova tests reflect that Green Woods far exceeds the local, state, and national levels in our TerraNova Science assessment. It is important that we capitalize on these results and utilize our success in this area to meet the challenges we might face in other content areas.

Challenges:

Use Data-Driven Instruction to evaluate and monitor areas needing improvement

Due to the emphasis on NCLB, our teachers want to work collaboratively to deliver instruction that meets the direct needs of students. The teachers express a desire to meet specific needs as opposed to general needs of students. (e.g. weakness in math vs. weakness in measurement). Teachers will be given an opportunity to work as a whole school and in grade-level teams to analyze TerraNova and PSSA data and compile learning profiles of students based on specific identified weaknesses in strands relating to Reading and Mathematics. TerraNova and PSSA test data as well as in-house presenters (Special Education Coordinator and Coordinator of Curriculum and Instruction) will design and implement data-driven instruction workshops.

Improving Support of IEP Students

To further support the students success in the general curriculum, weekly planning times have been designated to facilitate communication and collaboration between the Special Education Coordinator, Reading Specialist and the regular education teachers and paraprofessionals to support the achievement of the goals set in the students' IEPs. Green Woods professional

development plan includes the provision of training our staff on topics of Special Education Laws, Regulations, and Best Practices. We will continue to provide specially designed instruction by our Special Education teacher and Reading Specialist who will implement a variety of programs, i.e. Wilson Reading, Lindemood Phoneme Sequence, Seeing Stars, Visualizing and Verbalizing, matching the needs to the students. All of our students are fully included in the curriculum and all-school activities. Special Education Coordinator supports students participation in the general education curriculum and classes through a combination of push in and pull out services focusing on specific academic and/or organizational skill development. In addition, paraprofessionals, under the direction of the Special Education Coordinator will more directly support students with special needs. Paraprofessional responsibilities will include small group or individualized instruction, progress monitoring support, and facilitation of prescribed sensory exercise programs.

Enhance EIC Curriculum Integration at 5-8 Level to support literacy instruction across disciplines

The success of ability to improve literacy skills will be determined by how well we integrate across disciplines. It is critical that the middle school teachers continue to work collaboratively and effectively to support integrated learning experiences for students that focus on building essential literacy skills. Teachers' schedules will reflect team-teaching opportunities to allow for in-classroom observations and meaningful collaboration to support literacy. Teaching schedules will be developed that support team-teaching opportunities. 5-8 team will be given time to meet, observe, and collaborate with team members and administration to discuss EIC literacy delivery.

Provide Meaningful Professional Development Opportunities

Our continued success toward becoming a model school in our state for environmental education directly relates to our ability to provide powerful examples of what can happen in schools where teachers work collaboratively to support students. As we strive to become a success story for innovation in curriculum and instruction, we need to model the effectiveness of collaboration by helping to build capacity in our school recognizing that we, as a team, are responsible for our own learning.

We believe that everyone in our organization needs to highlight their areas of strength and recognize their areas of weakness. Everyone should strive to continue to learn. Each teacher will design their own professional development plan and seek support to improve in areas they feel they need help. This approach is a comfortable collaboration that benefits everyone in the school. Surveys of each team member will be delivered to outline areas of strengths and struggles. All members will be required to seek support during the year as part of their year-long evaluation process.

Increase EIC Literacy Integration of Science Content at K-4 Level

In the era of NCLB, there is a strong emphasis at the K-4 level on Math and Reading. As a school dedicated to using the environment as a focus for student learning, it is important that we find ways to successfully integrate non-fiction science content into our early reading programs. Green Woods will hire a Literacy Coach who will work with teachers to incorporate more nonfiction literature that will further develop the major ideas of social studies and environmental science. Through effective coaching, peer support, and collaboration, teachers will expand their repertoire of instructional strategies that will support students' learning and probe student's understanding of environment and science. Teachers will develop an understanding of the importance of fiction vs. nonfiction in the classroom as it relates to all disciplines. All Green Woods K-4 teachers have been trained in PDE's Reading to Learn Content workshop offered through the Pennsylvania Department of Education's Office of Environment and Ecology. This workshop connected our teachers to nonfiction reading books, manipulatives, integration techniques and hands-on inquiry

based activities written for this program to address the environment and ecology standards. Teachers will receive follow up training in this program to further develop content knowledge and teaching strategies to support effective literacy integration into content areas.

As we look ahead to the future of Green Woods and the support of our unique EIC Curriculum, it will ultimately be our budget that will determine the kinds of workshop experiences we are able to implement to support this plan. The very focus of our EIC Curriculum framework requires teachers to continually improve both their content knowledge as well as their delivery of sound instructional strategies to support student learning. We have a strong team effort in place. Our interdisciplinary approach requires us to implement instructional strategies that effectively support multiple intelligences. Our EIC curriculum framework is an ever-evolving document and the needs of our students will determine the strategies that we use to deliver sound academic instruction.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Green Woods Charter School

Three-Year Strategic Plan

This strategic plan establishes five goal areas and delineates specific actions within each area. The strategic plan serves as a framework for the plans that the Board of Trustees and administration have been establishing the groundwork to implement.

Green Woods Charter School is on the cusp of an expansive growth opportunity. Our current building limits an increase in student population. Green Woods Board of Trustees is currently working with our partners at the Schuylkill Center (SCEE) to further discuss and identify our need for additional space as well as our desire to enhance our partnership.

Among other goals and objectives, this strategic plan begins to lay the groundwork for a Marketing and Communications campaign that will help us design a plan for our future and implement the strategies necessary to get us there.

Strategic Plan - Goals & Actions

1. **Offer a strong and broad program that addresses cognitive, social, and emotional development in a safe environment where children learn best.**
 1. Broaden integrated curriculum throughout the school.
 1. Integrated experiences will be expanded in middle school
 2. Integrated themes will combine activities from multiple subjects
 3. Interdisciplinary activities and units will be enhanced in each grade level.
 4. Revision of curriculum direction and goals will be ongoing based on results of standardized tests.
 2. Continue scope and sequence review to enhance curricula.
 1. A different curriculum area will receive a thorough review each year. Areas evaluated in the 2005-2006 and 2006-2007 have included math, social studies, science, environment and ecology. Updating and revising our LA curriculum will be the focus of our 2007-2008 school year through the hiring of a LA Coach.
 2. The focus for the 2008-2009 school year will be to update and enhance our mathematics curriculum. Survey of Math needs will continue

throughout the 2007-2008 school year through the support of a Math Coach.

3. Consistent and ongoing support will be given to classroom teachers by coaches to help strengthen their pedagogical knowledge and skills.
3. Strengthen and develop communication between GWCS administration, board, and parents through the development of a viable Home School Committee (HSC). Work with the HSC to broaden understanding of Green Woods' curriculum, philosophy, and the development of the child.
 1. A curriculum presentation will be created and shared with the HSC
 2. School/Parent Committee meetings will create a forum for educating parents.
 3. Presentations at HSC meetings will explain both curricular areas and the social/emotional development of children.
 4. Workshop presentations will be presented in collaboration with the HSC to discuss child development.
 5. The school counselor will distribute written columns for parents on child growth and parent education articles.
4. Support faculty and curricular development that meets the needs of individual learners and promotes experiential learning.
 1. School-wide professional development activities will focus on building curriculum and pedagogical skills to meet student needs.
5. Investigate creative methods to integrate technology into the classroom.
 1. Technology staff will research software and hardware options to enhance interdisciplinary classroom learning and school-wide record keeping
 2. All faculty will receive new software and training to help them incorporate technology into their curriculum.
2. **Attract, support, develop and retain a strong and committed faculty and staff with a broad set of skills, and experiences, helping them to continue to be and model life-time learners.**
 1. Examine the benefits package offered to Green Woods faculty and staff.
 1. The benefits package will continue to be studied by the Board and will include gathering data from consultants, the faculty and staff.
 2. The benefits package will be modified each year to meet constituent needs as well as budgetary demands. The health plan will be altered to increase options, mitigate health cost increases, and to include a 403(b) plan and disability insurance.
 2. Raise faculty salaries and skills.
 1. Based upon the research and school resources, salaries will be modified annually as appropriate.
 2. Through support from LA and Math Coaches, the development of a viable mentoring program will guide teachers new to Green Woods in their acclamation to our unique school environment.
3. **Improve the awareness and understanding of the Green Woods/SCEE joint programming goals in the communities we serve.**
 1. Define the Green Woods/SCEE brand within the context of our missions.
 1. A Joint Facilities Task Force (JFTF) will be initiated.
 2. The JFTF with support of an outside consultant will develop a Green Woods School/SCEE brand strategy.
 2. In support of that brand, we will create and implement an internal and external marketing plan
 1. We will design a program that includes internal marketing of the school and external constituents.
 2. Create admission materials and a curriculum guide. Website will be revised to meet the school and partnership's brand strategy and individual and joint missions.

3. Green Woods new website will be used as a marketing tool to communicate our goals for the future
4. The brand strategy is consistently used to plan open houses, admission events, and all school/community activities.
5. Attend marketing and training sessions with consultants to help advance the school's communication within the school community and beyond.
6. Network with key funders in the area to introduce Green Woods and our mission
7. Network with SDP and Office of Charter Schools both locally and in Harrisburg.
8. Network with key legislators to inform and educate them about Green Woods and our mission
9. All staff, faculty and Board will learn about messaging and service delivery. We all need to be marketing, all the time.
10. A survey will be distributed to the Green Woods parents to assess the attitudes and perceptions toward the school and the marketing plan.
11. Solicit the entire parent community to help with marketing.
12. The Marketing Committee will meet regularly to update the Green Woods School marketing plan.
13. The Marketing Committee will be accountable to the Board of Trustees for reaching benchmark goals.
3. Ensure that Green Woods has applicants and wait lists of sufficient depth and quality to ensure full enrollment consistent with its mission.
 1. Implementation of a marketing plan will result in increased applications and enrollment.
 2. Tracking of applications and potential applicants to leverage potential enrollment for grants and loans.
4. Strengthen ties to pre-schools in the immediate and surrounding areas
 1. Attend preschool information nights in the community
 2. Hold "information only" open houses throughout the year. Preschool directors are invited to Green Woods to learn about the Green Woods mission and program.
5. Conduct a communications audit to ensure that school information is received and understood in a timely fashion. (e.g. website, bulletin,)
 1. GWCS will complete an assessment of Green Woods School communications and implement recommendations.
 2. Green Woods website will be continually updated with current information.
4. **Remain at our present site and develop it to optimally meet our short-term program needs.**
 1. Finalize short-term and long-term lease negotiations with the Schuylkill Center
 1. Lease will provide details for incremental payments and acquisition of space to meet school needs.
 2. Consistent with goals and financial plans, commission a site analysis and expansion plan.
 1. An architectural firm will develop a program analysis of Green Woods School with the Schuylkill Center.
 2. Site visit to schools to begin discussion process for future design and potential funding
 3. Network with key partners to solicit support for building ideas and funding to support those ideas
 4. School representatives discuss grants and loan options with the Philadelphia School District and targeted grantors.
 5. Enrollment expansion and upgrade of Green Woods School facilities is not feasible within the current building's square-foot profile.
 3. Complete negotiations with the SCEE on potential site improvements.

1. Work with outside consultants to create a strategy and plan for future needs.
5. **Create a position of financial stability, continue to develop, implement and manage the school's long-term financial strength and viability.**
 1. Complete a three-year financial plan.
 1. A Finance Committee of the Board of Trustees will create a three-year financial plan.
 2. The plan will be delivered to the Board of Trustees.
 2. Develop and support a comprehensive yearly strategic development plan based on the three-year plan.
 1. Green Woods will consult with an outside consultant to lead advancement efforts.
 2. The consultant and the JFTF will create an annual development plans with measurable goals.
 3. The development plan is linked with the school's annual budget.
 3. Develop a capital plan to support site improvement.
 1. The JFTF will discuss site improvement scenarios.
 2. The JFTF will research financing options including bonds, loans, and others.
 3. A development consultant in collaboration with the JFTF will complete a capital campaign feasibility study of potential funders.
 4. Communicate to and educate families and staff regarding the school's financial requirements and economics of the strategic and financial plan.
 1. The Board of Trustees meets annually with parents in an all school meeting to explain school finances and the budget process.
 2. Information on the school's long term and short-term financial needs are explained through the Board in parent meetings.
 3. Educate parents through mailings and meetings on targeted development activities to increase the school's goals.
 5. Identify and work with major benefactors regarding philanthropy at the school.
 1. Current and prospective major benefactors are identified, and a process - supported by the JFTF and key volunteers - is in place to advance philanthropic support of the school.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Dana Lotkowski	Green Woods Charter School		Board of Trustees
Jean M. Wallace	Green Woods Charter School		Board of Trustees
Melinda Coughlin	Green Woods Charter School	Special Education Representative	Board of Trustees
Steven G. Tilney	President, Board of Trustees	Board Member	Board of Trustees
Dennis Burton	Executive Director, Schuylkill Center		Board of Trustees
John Howard	Becker Fondorf		Board of Trustees
June Cason	MacIntyre Associates	Business Representative	Board of Trustees
Kevin Godshall	Green Woods Charter School	Parent	Board of Trustees

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

1. Rigorous Instructional Program

What curriculum does your charter school utilize?

Green Woods Charter School incorporates Everyday Math for K-6, the Houghton Mifflin Reading program for K-6, the CLI (Children's Literacy Initiative) program for K-3, History Alive Social Studies program for K-8 and Math in Context for grades 7 & 8 into our daily teaching and learning. While all of these may appear to be separate programs, by far, what makes Green Woods stand out from other Charter Schools is our own, unique EIC (Using the Environment as an Integrating Context) Curriculum. Through our EIC program, students are immersed in interdisciplinary investigations that both broaden their perspectives and deepen their knowledge.

During the 2006-2007 school year, Green Woods supportive partnership with The PA Department of Education (PDE) was even further enhanced as we continued to work toward the development and implementation of a model EIC Curriculum. Just recently, Green Woods was notified that our school was awarded the Governor's Award for Environmental Excellence.

The foundation for Green Woods EIC Curriculum is the PA Academic Standards for Environment and Ecology which focus on the real world and how it works. Integration of all other academic content areas flows easily into these standards and our EIC model. And, embedded within our EIC model is something the experts refer to a "systems thinking." Systems are found in both the natural as well as the social world in which we live. Examples of natural systems include ecosystems, forests, and streams. Social systems include communities, schools, government, and transportation. Using the environment as the focal point for our curriculum allows Green Woods students to become immersed in experiential investigations providing them with ample opportunities to apply "systems thinking" to what they are learning.

Through the application of the EIC "systems thinking" approach to teaching, we challenge our students to think about the "whole" by breaking the system into parts. Our students look at complex issues in a much broader light. Green Woods students soon discover that any system is merely the sum of its parts. Their knowledge deepens as they come to realize that we all live downstream and that their own actions, and the actions of others, can have a positive or negative impact on the environment in which they live.

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

Yes, we do. The EIC Model (***see attached examples of standards-based grids Grade 2, 5, 6, 7, 8***) encompasses integrated-interdisciplinary instruction as a means of addressing PA academic standards. Within this framework, teachers address academic standards in Science and Technology, Environment and Ecology, Social Studies, and Language Arts. Integration of both Music and Art is easily done. Green Woods is happy to send any and all supporting documentation reflecting how our curriculum meets Chapter 4 mandates. In the summer of 2006, Green Woods was awarded the title of "Exemplary School" for our outstanding work in developing a standards-based curriculum.

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

AND

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

Everyday Math (EDM) is used by many progressive schools and districts. The spiral in EDM allows for concepts to be repeated again and again, enabling students to be introduced and reintroduced to specific terms and functions in mathematics. "The Everyday Math Curriculum inspires both teachers and students to break through traditional math barriers and explore math concepts that aren't usually taught at their respective grade levels."[\[1\]](#)

For those Green Woods students who are struggling in Mathematics or Reading, they are first screened by our Special Education Coordinator to rule-out specific learning disabilities. If found to be in need of specialized instruction, Green Woods designs and implements an individualized education program to help meet the needs of the child. For students in need of learning a few simple strategies to enhance independent reading, these students are assigned one-on-one time or scheduled as part of small group instruction with Green Woods Reading Specialist. In addition to this supplemental support, during the 2006-2007 year there were full-time teaching assistants in each classroom K-3 and one part-time assistant in the fourth grade. Team-teaching provided an opportunity to deliver the best possible instruction based on the individual and collective learning needs of the students.

All K-3 teachers and classroom assistants at Green Woods are trained in the CLI (Children's Literacy Initiative) Program. CLI is not a curriculum, but rather a toolbox of effective instructional strategies which are incorporated into our K-3 Language Arts Curriculum. The foundation for the CLI program is the idea of "effective practices" such as:

High expectations of every student. Seeing every student as a reader, writer, thinker

A rich literacy environment, with authentic print, learning resources, and children's work everywhere in the room

Replacement of constant whole group instruction with work centers to provide small group and independent learning

Effective and respectful classroom management

Schedules that allow for uninterrupted literacy blocks every day

The daily use of quality children's literature

Classrooms that are arranged to accommodate centers, and are full of carefully chosen resources

Content learning that happens across the curriculum, allowing children to practice new knowledge in many different settings

Assessments are used to shape curriculum and content throughout the year, instead of measuring only what children don't know at the end of the year

Exemplary teaching, that uses a variety of effective resources enabling each child to gain new and stronger skills and understanding

One of the truly unique components of the CLI Program is “Message Time Plus” which is a modeled writing program in which teachers create a pre-planned message and then write it while students watch and participate by making predictions. Green Woods mission and vision clearly support CLI’s objectives and methodologies as too often children learn not to participate in class because they might give the wrong answer, are embarrassed when negative attention is drawn to their failure, and therefore learn it is better not to answer at all than to face the risk of being wrong. Message Time Plus encourages children to take risks without fearing failure by stressing “prediction” instead of “right” answers.

During the Message Time Plus process, teachers model:

- the mechanics of writing — print, directionality and sweep, capitalization, punctuation, and format
- vital elements of the writer’s craft — word choice, genre, planning what to write about
- phonemic awareness and phonics skills within a focused and meaningful context

Message Time Plus Modeled Writing and Shared Reading Instructional Program is a highly effective instructional tool for teaching phonemic awareness, phonics, vocabulary, fluency and comprehension.

At Green Woods, center-based classrooms provide our K-3 students with opportunities to explore and learn in a purposeful situation; one where they can be immersed in literacy activities and learning. Centers are workspaces filled with focused activities and the materials necessary for those activities.

Non-fiction books and trade books that support science content abound at Green Woods! Our commitment to developing an environmentally literate student requires that we provide a strong connection between the outside world and the classroom learning environment. Our library of trade books provide an opportunity to reinforce the language and vocabulary of science in a way that is relevant to our students’ hands-on learning making the whole learning experience more meaningful.

For example: at Green Woods our Kindergarten students hike several times a week to one of many ponds, streams, or forest habitats on our school grounds. Before, during, and after these outdoor explorations, students are introduced to books such as “At the Edge of the Woods — A Counting Book” or “In the Woods — Who’s Been Here?” Through read-alouds as well as independent and small group instruction our budding naturalists’ understanding of the natural world is enhanced by the early development of a comprehensive science vocabulary.

Each classroom, K-3, has a library of non-fiction and other trade books that directly relate to the concepts being taught in their outdoor explorations. While books in the first grade classroom library relate to topics such as aquatic insects, reptiles, and amphibians, our third grade library provides opportunities for our students to dig deeper into concepts relating to soil, soil ecology, and the forest as an ecosystem. Each year our students understanding of “systems” is reinforced through a year-long, in-depth study of a particular ecosystem.

And, our most recent TerraNova test scores in Science (**attached - Arcadia-GWCS with graphs**) shows that Green Woods students in grades 3-8 far exceed the local, state, and national percentiles in science.

“Systems” thinking and our EIC curriculum begin in Kindergarten and, through a hands-on, project-based, inquiry, approach, allows our students to focus on how systems’ components interact with each other and the components of other systems. Learning about systems is not another subject added to the curriculum; it is instead a tool used to model and understand relationships in the real world. The systems-thinking approach is embedded in the EIC model and helps students understand the complex interactions between natural and social systems, and develops strategies that facilitate the solving of complex problems.

Systems-Thinking Embedded in Green Woods’ EIC Model

Grades K-2

- Most things are made of parts (i.e. tree: leaf, bark, roots)
- When parts are put together, they can do things that they couldn’t do by themselves
- Something may not work if some of its parts are missing
- Sometimes people aren’t sure what will happen if a part is impacted because they don’t know how everything might be connected.

Grades 3-5

- Something may not work well (or at all) if a part of it is missing, broken, worn out, mismatched, or not connected (i.e. food chains, food webs)
- In something that consists of many parts, the parts usually influence each other
- Collections may have properties that the individual pieces do not have

Grades 6-8

- The increasing complexity of a system offers challenging opportunities for students to gain a greater understanding of how that system works (i.e. watersheds, populations, global air, global warming)
- Thinking about things as systems means looking to see how every part relates to others (i.e.- how humans impact their environment)
- Any system is usually connected to other systems, both internally and externally. Thus a system may be thought of as containing subsystems and as being a subsystem of a larger system (political vs. environment)
- The output from one part of a system can become the input to other parts (i.e. air pollution generated from energy production)

At the K-3 level our curriculum focuses on our students exploring and investigating our local environment to gain an understanding of what lives in, and depends upon, our local environment for their food, water, shelter, and space. Our fourth grade is a “watershed year” and provides the bridge that our students take from the study of our local environment to the middle school years where they take on a more global perspective of environmental issues.

As our Kindergarteners learn about the basic needs of living things, our eighth graders participate in a capstone Human Ecology course which offers them a real opportunity to apply what they have learned in their prior years with us. While our first graders learn about a pond ecosystem by comparing and contrasting the life that inhabits four different ponds within our school grounds, our third graders are learning about the forest from the ground up. They begin by studying the layers of soil that make up the forest floor and complete their study of the forest ecosystem in the spring by taking a closer look at our local songbird populations. They end their yearlong study by planting native trees and shrubs to provide additional food and shelter for our feathered friends.

Our 7th graders delineate wetlands right outside their classroom door and analyze the stream, pond, and wetland ecosystems that are all part of our learning laboratory. Successful implementation of our departmentalization concept is now taking place at the 5th - 8th grade level. Our students are receiving enhanced instruction in science, social studies, math, and language arts from a certified and collegial team of teachers.

How does Green Woods promote in-depth and inquiry-based teaching and learning?

The EIC Model is a complex system of interconnected and interrelated pedagogies. It is an educational framework that uses the natural and social systems in the local community as a context within which students can construct their own learning, guided by teachers and other experts with whom our students interact. Integrated-interdisciplinary instruction focuses on developing an understanding of the local community by studying the relevant social and natural systems, structures, functions and relationships.

Learning within the framework of the EIC Model our students recognize connections that they were previously unaware of and see how what they are learning fits together to explain the world around them. In addition to providing students with their specialized disciplinary knowledge and skills, EIC Model teaching teams provide students with a means by which they can gain a holistic understanding of the natural and social systems that constitute their community.

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

The 2004-2005 Charter School Report provided PDE with the background information outlining documented research on the success of the EIC curriculum model. Our second full-year of teaching the framework for our EIC curriculum had our students immersed in active, engaging, learning experiences. Studying the natural systems in our 340 acre learning laboratory involved exploring natural systems such as the stream, forest, and field ecosystems, and the area defined by our local watershed. The investigation of local social systems includes the study of agricultural, industrial, political, legal and cultural structures. ***(See attached documents: Immigration, Coal Mining and the Industrial Revolution; DEP Final Grant Report)***

During the 2006-2007 school year, Green Woods received a \$10,000 grant from the Department of Environmental Protection and two, \$3,000.00 grants from PDE to support student-driven service learning projects in collaboration with our partners at the Schuylkill Center for Environmental Education. ***(See attached: PDE Bird Habitat 2007 and 4th Grade 2007 PDE)***. Thanks to a generous \$50,000 grant from PECO, Green Woods also engaged in an amazing technology partnership with Green Treks www.greentreks.org which is offered our 8th grade students a real-life experience, working with real experts, in video programming technology. The purpose of this project was to create a dynamic website that generates an online community.

We chose to work with Green Treks on this project due to their mastery in site designs that are not only visually appealing and attention getting, but they also strive to be clean and easy-to-navigate. Green Treks follows generally accepted user-expectations while presenting materials in compelling and interesting ways. In addition to developing a community website, GreenTreks has found that their programs are far more successful when they work directly with students and provide ongoing "technical assistance to student-driven projects. This past year GreenTreks experts worked with our 7th and 8th grade students on a regularly scheduled basis. They designed workshops for students which provided expert insight into how to tell stories; helped students understand the workings and pros and cons associated with various communication mediums and facilitated story development from concept to completion. ***(See attached: Green Woods/GreenTreks Technology Partnership)***

By the end of the 8th grade our students were able to successfully create fully-developed storyboards from start to finish. And that they were confident enough to share their newfound skills with our parents during our Museum Night event. These storyboards will soon appear on our website for the whole world to see. How exciting!

Last July, five Green Woods teachers were awarded scholarships to attend the Governor's Institute for Environment and Ecology. This prestigious institute provided our teachers with excellent strategies and a wealth of resources to support our curriculum goals and enhance our delivery of quality EIC investigations.

During past EIC investigations, Green Woods students interacted with a variety of instructional partners such as local experts (i.e. Game Commission, GreenTreks, and Schuylkill Center Educators) and business owners (i.e. Blue Mountain Recycling, RecycleBank, and PECO). Our EIC investigations encouraged students to apply higher-level thinking and creative problem solving to real situations when they explore the interface between the natural and social systems that comprise their community.

Through these integrated, standards-based investigations, Green Woods students developed a more comprehensive understanding of the complexity of the real-world. As they investigated how the environment works and discovered the impact on natural systems and how these systems interact with the diverse cultural, economic, and political social systems, they also gained the knowledge and skills they need to make good choices and make a difference. One recent investigation, completed by our 5th grade students, looked at the complex issues surrounding Global Warming. This investigation was highlighted in the City Paper. **(See attached City Paper - Tom Namako)**

We have successfully developed the BIG ideas for our unique EIC curriculum and now it's time for us to take it all to the next level. Our commitment to PDE and our students for next year and beyond is to continue to find the most innovative ways of delivering sound, academic, standards-based learning experiences, in all disciplines, to all of our students. As a charter school, we are mandated to do things differently — we are challenged to be unique, innovative, and successful. Green Woods is clearly meeting that challenge.

English Language Learners

The first goal of the GWCS English as a Second Language Program is to increase the proficiency of limited English proficient students and to provide them with the skills to meet state and national standards of English proficiency. The second goal of the program is to increase the students' language proficiency to enable them to completely and successfully participate in all age and grade level appropriate classes. The objectives of the ESL instructional program are the development of English proficient skills in listening, speaking, and writing a caring setting that will provide an understanding to the newness of the culture.

Student participation in the ESL program is based on the needs of individual students. The results of the Home Language Survey and assessments in listening, speaking, reading and writing will determine the needs of the student. Every student who registers in the GWCS will complete or will be assisted in completing the Home Language Survey. When the Home Language Survey indicates that the student was born in another country or that English is not the language spoken in the home the student will receive English as a Second Language instructional programs.

Graduation Requirements

N/A

Special Education

Green Woods Charter School currently serves approximately 35 students with special needs (17% of our student body). The disability groups served include students with learning disabilities, emotional disturbance, autism, other health impairments, speech and language disabilities, and hearing impairments. Specially designed instruction is provided by the certified special education teacher and/or the reading specialist, depending on the needs of the child. The reading specialist implements a variety of programs, i.e. Wilson Reading, Lindamood Phoneme Sequence, Seeing Stars and Visualizing and Verbalizing, matching the program to the needs of the students. All of our students are fully included in the curriculum and all school activities. The special education teacher supports students' participation in the general education curriculum and classes through a combination of "push in" and "pull out" services focusing on specific academic and/or organizational skill development. In addition paraprofessionals, under the direction of the special education coordinator support students with special needs. Paraprofessional responsibilities may include small group or individualized instruction, progress monitoring support, and facilitation of prescribed sensory exercise programs.

To further support the students' success in the general curriculum, weekly planning times have been designated to facilitate communication and collaboration between the special ed. teacher, reading specialist and the regular education teachers and paraprofessionals to support the achievement of the goals set in the students IEP's. Green Woods' professional development plan includes the provision of training to our staff on topics to special education laws and regulations and best practices.

In addition to the specially designed instruction, GWCS provides the related services as required by the students' IEP's. We currently contract the services of a speech therapist, an occupational therapist, a hearing therapist, and a certified school psychologist and guidance counselor. The school psychologist performs initial evaluations to identify students eligible for special education services, as well as re-evaluations.

Currently all of our students with special needs participate in PSSA and school wide testing and receive the accommodations identified in their IEP's.

Special Education Support Staff:

- Special Education Coordinator/Teacher, M.Ed. and certified in Sp.Ed.- currently oversees provision of services as well as providing direct services to students and instructional planning with regular education teachers.
- Reading Specialist: Provides remedial reading one to one or in small groups
- Instructional Assistants in Grades K through 4, under the guidance of the special education coordinator, support IEP goals and progress monitoring
- The Language Arts Teacher for 5th through 8th grade and the 1st grade teacher both hold special education certification.
- Related services including speech therapy, occupational therapy, and hearing therapy are provided by Pediatric Therapeutic Services and counseling through Catapult Learning.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
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Anne Marie McNichol	50	reading teacher	Green Woods Charter School	11	provides DRI ; Wilson, Seeing Stars, Lindamood bell
Melinda Coughlin	75	LS, ES, AS	Green Woods Charter School	19	Inclusion support; 'pull-out' small group instruction

Special Education Program Profile - Chart II

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

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator/Teacher	Green Woods Charter School	1
Reading Teacher	Green Woods	50
Kindergarten Assistant	Green Woods	1
1st grade Assistant	Green Woods	1
2nd grade Assistant	Green Woods	60
3rd grade Assistant	Green Woods	1
4th grade Assistant	Green Woods	25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Catapult Learning Incorporated	School Psychologist	2 hours
Catapult Learning Incorporated	Counselor	12 hours
Pediatric Therapeutic Services	Speech and Language Therapist	13 hours
Pediatric Therapeutic Services	Occupational Therapist	4.5 hours
Pediatric Therapeutic Services	Hearing Therapist	1.5 hours/month

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
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Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
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Student Assessment

2007 PSSA Results

Green Woods 2007 PSSA scores show that we have 23 students currently enrolled in **Grade 3**. Of these students, **73% scored Advanced or Proficient in Reading and 73% scored**

Advanced or Proficient in Math. In **Grade 4** there are currently 21 students enrolled. Of those students, **76% scored Advanced or Proficient in Reading and 62% scored Advanced or Proficient in Math**. Twenty two students in **Grade 5** were enrolled and tested in the PSSA. Of those students, **50% scored Advanced or Proficient in Reading and 54% scored Advanced or Proficient in Math**. Green Woods **Grade 6** is made up of 20 students. Of those **65% scored Advanced or Proficient in Reading and 75% scored Advanced or Proficient in Math**. In **Grade 7**, out of 19 students tested, **79% scored Advanced or Proficient in Reading and 69% scored Advanced or Proficient in Math**. Green Woods **Grade 8** was comprised of 22 students. All were tested in the PSSA. **87% scored Advanced or Proficient in Reading and 87% scored Advanced or Proficient in Math**. The **PSSA in Writing** was given to 5th and 8th grade students in February of 2007. Out of 22 students in **5th grade, 12 scored Proficient and 10 scored Basic**. Out of 22 students in **8th grade, 21 scored Proficient and 1 scored Basic**.

Fall 2007 TerraNova Results

In the Fall of 2006, students in Grades 3-8 were assessed using the TerraNova. The **attached local test data (TN#1-TN#6)** reflect an outstanding level of achievement for our students. While our scores in Reading, Mathematics and Language Arts are remarkable, most impressive are our scores in Science where our percentages in the top quartiles far exceed the state, local, and national averages. We closely follow the TerraNova results as they indicate how well students are performing at their instructional level. In January, 2007, we met as a team to review and revise our focus based on the specific areas of weakness discovered in the analyses of the TerraNova tests.

Challenges

Since GWCS only has one of each grade and the academic range of students within these grades varies greatly, comparing 3rd grade to 3rd grade on PSSAs is not helpful in deciding where and how to improve on our instructional strategies. Instead, we look at each child as an individual learner and, based on their own specific areas of struggles, we will design a support strategy that will allow him/her to have access to additional support to improve in these areas. Based on our most recent PSSAs, our greatest grade level of need appears to be our 5th grade. Unfortunately, Green Woods tends to lose our higher achieving students after 4th grade as a good number of our students are accepted to Masterman which is our local magnet school. These students are often replaced with students less familiar with our rigorous academic focus. It can take a year or more to get new students acclimated to our instructional approach as well as our desire for children to strive to reach their full potential.

Meeting Student Needs

Green Woods Charter School has just completed our third year of using the Everyday Math (EDM) curriculum used by many progressive schools and districts. The spiral in EDM allows for concepts to be repeated again and again, enabling students to be introduced and reintroduced to specific terms and functions in mathematics. "The Everyday Math Curriculum inspires both teachers and students to break through traditional math barriers and explore math concepts that aren't usually taught at their respective grade levels."

In addition, 2006-2007 is being coined our "Look Out for Literacy" year at Green Woods. We have hired a Language Arts/Literacy Coach who will provide ongoing support to all of our classroom teachers. She will also be working directly with the Special Education Coordinator to help design and implement new programs, including Step Up to Writing and Lessons in Literacy that align with Green Woods goal of including all students in the general curriculum. Lessons in Literacy is a product of Houghton Mifflin and is designed to help students learn in a variety of ways. Lessons help students listen actively to take in important information, speak effectively to communicate information to an audience, and gather different kinds of information through viewings. The skills and lessons in Lessons in Literacy represent the major competencies addressed in the Reading,

Writings, Listening and Speaking standards. Each assessment in Lessons in Literacy has been designed and developed to evaluate a student's progress in a particular skill or strategy such as "Make Inferences." Each assessment item also features one or more test item formats selected or designed specifically to test a particular skill or strategy in the most direct and most effective way possible. GWCS anticipates that these assessments will be used to determine how well students have learned a particular skill. A student who does well will move onto the next challenge. A student who does not score well will receive additional instruction and practice.

For those Green Woods students who are struggling in Mathematics or Reading, they are first screened by our Special Education Coordinator to rule-out specific learning disabilities. If found to be in need of specialized instruction, Green Woods designs and implements an individualized education program to help meet the needs of the child. For students in need of learning a few simple strategies to enhance independent reading, these students are assigned one-on-one time or scheduled as part of small group instruction with Green Woods Reading Specialist. In addition to this supplemental support, during the 2006-2007 year there were full-time teaching assistants in each classroom K-3 and one part-time assistant in the fourth grade. Team-teaching provided an opportunity to deliver the best possible instruction based on the individual and collective learning needs of the students.

During the 2006-2007 school year, GWCS identified fourteen (14) students as being in need of specially designed instruction. As a result of concerted effort to provide the best possible learning environment for all of our students based on our vision and mission, Green Woods will be implementing a new program during the 2007-2008 school year that will specifically focus on meeting the needs of Special Ed students within the classroom setting. Through this unique program, and ongoing progress monitoring, we are confident that the PSSA scores of our recently-identified students, will show that Green Woods is working hard to meet the needs of our struggling students.

Teacher Evaluation

Green Woods "values" statement reflects our goal to include all students in the general curriculum. *"We recognize that all children learn in different ways and at different rates. Students with learning differences will participate in all aspects of the educational experience with appropriate accommodations, creating a positive learning environment for all."*

a) At Green Woods Charter School, teachers were required to create a binder/portfolio of their work throughout the year. The attached checklists (**See attached: curriculum binder and evaluation binder checklists**) reflect the requirements necessary toward achieving a satisfactory rating. Included in, but not limited to, the binders submitted to, and evaluated by, the Academic Director/CEO were the following documents mandated by PDE Form 428A: Lesson/Unit Plans, Resources/Materials, Assessment, Student Information, Teacher Conference Interviews, Classroom Observations, Teacher Resource Documents, Student Assignment Sheets, Student Work, Progress/Report Cards, Parent Communication, and Professional Development Workshops, Peer Support, Personal Reflections. (**see attached example of final evaluation: PESCATORE**)

In addition to these two comprehensive binders that represent a detailed and authentic assessment outlining not only what our teachers are teaching, but the strategies being used in the classroom, all Green Woods teachers received two "formal" evaluations done by the Academic Director (**Example attached: Ms. Beccaris**) as well as numerous non-formal "walk-through" evaluations. Teachers at Green Woods also took advantage of a Peer Support system (**see PEER SUPPORT FORM attached**) in which each member of the staff outlined their specific

strengths and struggles and then shared these documents with everyone on staff. During prep times as well as informal meeting times, teachers utilized the strengths of their colleagues to support any struggles they may have been having in the classroom.

b) Jean M. Wallace, Green Woods Academic Director and CEO is enrolled in a dual leadership certification course at Arcadia University. In pursuing these certifications, she has been able to gain a wealth of knowledge and skills to better assess, evaluate, and support teachers in the classroom.

Melinda Coughlin, Special Education Coordinator has also been actively pursuing her Supervisory Certification through Arcadia University. Through this rigorous program, she has been able to gain knowledge and skills in the evaluation process and is able to better assess and support the needs of regular education teachers relative to providing differentiated instruction and pyramid planning in order to meet the needs of a wide range of learners.

c) In August, 2006, Green Woods Charter School teachers attended a day-long professional development orientation meeting conducted by Melinda Coughlin, Green Woods Special Education Coordinator. This professional development session provided an update to our staff on issues pertaining to confidentiality, IEPs, Special Education Law and Regulations, as well as Progress Monitoring and the new structure surrounding our CSAP process. In addition, Mrs. Coughlin introduced all staff members to the resources purchased to support IEP and struggling students. (**See attached: SPED Teacher Resource**). Formal CSAP meetings were held each week throughout the entire school year at which individual students were discussed and additional resources and intervention strategies for students were recommended.

In May, 2007, Melinda Coughlin presented a powerpoint (**unable to attach powerpoint to this document**) presentation to our Board of Trustees and Administrative Staff to update everyone on Special Ed Laws/Regulations/Processes.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

At the beginning of the 2006-2007 school year, the Board consisted of 6 members. In late the fall of 2006, a seventh member, one of the original founders of the school, took a seat on the Board. In June 2007, at the end of the 2006-2007 school year, one member resigned from the Board due to family concerns.

In August, 2005, the Board had approved a new leadership structure for the School. The Board attempted to create a leadership model that would move away from the traditional "top down" approach. This newly created model is called the School Leadership Team (SLT) and is a shared/distributed leadership and decision making body for the daily operation of the school. The Board was committed to evaluating this model after a given period of time.

At the beginning of the 2006-2007 school year, the Leadership Team consisted of 4 members; the Operations Manager, the Communications Director, the Coordinator of Curriculum and Instruction and the Human Resource and Accounts Manager. Upon further evaluation, and in the interest of fiscal accountability, the Board revised the leadership model in order to better consolidate roles and responsibilities. As of February 2007, the School Leadership Team consisted of the Coordinator of Curriculum and Instruction and the Human Resource and Accounts Manager. The Board consolidated responsibilities between the 2 remaining SLT members and changed their titles to Academic Director/CEO (Jean Wallace) and Business Director (Dana Lotkowski). Additional duties and responsibilities were given to the school Secretary as part of her new job role as the Administrative Assistant.

Board of Trustees

Name of Trustee	Office (if any)
Steven G. Tilney	President
Kevin Godshall	Vice President
Joyce Clugston	Treasurer
Glenn Vickers	Trustee
Dr. Chris Crockett	Trustee
Dr. Dawn Cute	Trustee
Joa Carr	Trustee

Professional Development (Governance)

Board training has been provided to all the Board members by the schools law firm of Wisler, Pearlstine in the areas of Board Ethics, Sunshine Law and Board Confidentialty. Also, the Board has had the benefit of mentoring provided by the school's attorney of Wisler Pearlstine. Four members of the Board attended the Pennsylvania Coalition of Charter Schools conference which focused on Board issues. The Board has also recieved training by The Non Profit Center at LaSalle University. The Board also attended an information session/training on curriculum and special education by the school's Coordinator of Curriculum and Instruction and the Special Education Coordinator.

Coordination of the Governance and Management of the School

During the course of the 2006-2007 school year, the Board continued to work towards establishing an effective system of governance while managing the daily operations of the school. The Board of Trustees has maintained a positive contact with the School District of Philadelphia, especially Mr. William Tomasco at the District's Charter School Office. Mr. Tomasco and representatives of his office have visited Green Woods Charter School and met with school administrators and Board members on numerous occasions.

GWCS is a member of Pennsylvania Coalition of Charter Schools (PCCS). This organization has provided opportunities for GWCS to attend workshops and conferences where school district and PDE charter school information is relayed.

Community and Parent Engagement

During the 2006-2007 school year, GWCS focused on strengthening its school community and provided many oppotunities for parent involvement in the form of a 20 hour per family commitment Volunteer Program. Opportunities for parents to fulfill their required service included volunteering in classroom activities, assisting in organizing school-wide community events and fundraising events, and helping to maintain the facility and grounds. The Board, with the cooperation of the staff, encouraged the school community to participate in all school activities. The parent community is informed of events on a weekly basis in the form of a school bulletin that is sent home weekly and is also available on the School's website. This bulletin, as part of a folder of information, is sent home every Wednesday with each student and is intended to apprise the parents of school events and relevant information. These activities included, but are not limited to, Board meetings, class field trips, weekly school events, celebrations and trainings.

Green Woods also provided our community many oppotunities for feedback or to share ideas with the Board and/or the School Leadership Team in the form of Board meetings and Town Meetings. The Board created a committee called the Home School Committee, a group consisting of parents who were directed by the Board to improve communications/feedback

from the parent body to the Board and School Leadership Team and to create fundraising and volunteer opportunities for the parent body.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Over the past three years, Green Woods has been fortunate to have received grants and scholarships totaling \$120,000.00 to support our curriculum and instruction goals. The highlight of this funding stream came from a \$50,000 grant from PECO-Exelon who's funding allowed us to create an incredible website that now provides a window into the exceptional teaching and learning happening each day at Green Woods. Our website has attracted potential parents from as far away as London, England! In addition, start-up charter schools from Georgia to New York have accessed our website, utilizing our successful curriculum model to create pre-application proposals with the goal of opening up EIC-based charter schools in their own regions.

During this timeframe, the Department of Environmental Protection has provided over \$20,000 in grants allowing us to purchase books and other resources to support our EIC curriculum. The Department of Education has also provided a combined total of close to \$15,000 toward this same goal.

In addition to the funding that has come in from outside sources, each year Green Woods raises money through candy sales, special lunches, and our Fun Day end-of-the-year celebration. We also raised \$1,800.00 as part of an Annual Campaign effort that was started this year. This past year funds totaling approximately \$6,800.00 were raised from school-related fundraising efforts. These efforts will continue each year.

As part of our strategic planning process, Green Woods is now engaged in a joint facilities planning process with our partners at the Schuylkill Center to look strategically at our individual and partnership goals and to draft a plan in order to effectively raise the funding to support them. To help us in this process, we have contracted with MacIntyre Associates who will be walking us through a detailed facilities and fundraising plan over the course of the next year. It is our goal that, at the end of this process, we will have a comprehensive plan in place to help us achieve our facilities expansion goals.

Green Woods currently has three grant opportunities pending. If awarded, those grants will total \$23,000 and, once again, go directly to support our curriculum and instruction goals.

Fiscal Solvency Policies

The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews include accounts payable.

Accounting System

Green Woods maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

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

Green Woods Charter School selected Siegal and Drossner to perform the 2005-2006 audit report. The 2005-2006 audit is attached and has a completion date of October 9, 2006. They have been engaged to conduct the 2006-2007 audit, with an anticipated completion date before October 2007.

Citations and follow-up actions for any State Audit Report

GWCS has no citations and/or follow-up actions for any State Audit Report.

SECTION VII. FACILITY RESPONSIBILITIES

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

All furniture and equipment was purchased after obtaining quotations from various vendors. The capital expenditures for the year were computer equipment leases in the amount of \$18,943.60.

Future Facility Plans and Other Capital Needs

Prior to the start of the 2006-2007 school year, GWCS addressed some immediate space needs and obtained additional space from the Schuylkill Center for Environmental Education (SCEE) to provide pull-out remediation, a designated music room to meet our objective in expanding our school facility.

Our organization has come to the conclusion that we must either build onto the existing building or build a new high performance green building on the grounds. Green Woods Charter School's Board and administration is diligently working with its partner, SCEE, within the joint ad-hoc Facilities Committee and within its own membership to develop a strategic plan to fulfill Green Woods expansion objectives. To this end, both organizations have enlisted the services of MacIntyre Associates to facilitate a joint strategic fundraising plan in order to fulfill this goal.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

GWCS' School Nurse maintains records of physicals by physicians for K (upon entrance) and for 6th graders. All immunization records were complete for the 2006-2007 school year and are available for examination upon request.

GWCS School Health Services maintains private medical and dental examination records, provides growth screenings, individual BMI percentiles, vision and hearing screenings, scoliosis screenings, maintaining state of Pennsylvania tuberculosis requirements, as well as treatment of acute and chronic illness, first aid, emergency care, medication administration, health counseling

and promotion and maintenance of student health records and school immunizations. GWCS School Health Services does annually submit to the Health Department request for reimbursement for the costs associated with the provision of School Health Services as stated in Article XXV of the Pennsylvania Public School Code.

Green Woods Charter School does not participate in the National School Lunch Program (NSLP) or the School Breakfast Program (SBP); therefore we do not need to develop a Local Wellness Policy. However, GWCS' school nurse facilitates access for our students to receive primary care as well as education for preventive Health care (i.e. Nutrition and how it relates to BMI). Our school maintains and continues to develop our school health program which strengthens our GWCS educational process by maintaining and improving our students' health status by promoting healthy practices as well as a healthy school environment.

GWCS held 2 fire drills during the 2006-2007 school year. GWCS held 1 bus evacuation drill during the 2006-2007 school year.

Current School Insurance Coverage Policies and Programs

Health

- Keystone Health Plan East — HMO
- Independence Blue Cross — Personal Choice Upgrade
- United Concordia — Dental Insurance

General Liability

- The Hartford Insurance Company
- Worker's Compensation
- Business Owners
- Umbrella

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2006-2007 school year, Green Woods experienced a return of all teaching staff and classroom teaching assistants with the addition of a new part time Spanish Teacher. However, there were some unanticipated interruptions in the teaching staff for the 2006/2007 school year. In November, 2006, our part time Technology Teacher resigned to accept a full time teaching position in another school district. The Board hired a part time Technology Teacher to take her place through the end of the 2006/2007 school year. In December, 2006, our third grade teacher resigned to give birth to her first child. The third grade Teaching Assistant was moved into the third grade Lead Teacher position. In February, 2007 our part time Spanish Teacher resigned to give birth to her first child. The administration hired a Long Term Substitute through an agency, Academic Management. The Reading Teacher's hours were increased from part time in the 2005/2006 school year from to full time for the 2006-2007 school year.

Obviously, some changes in the teaching staff were expected (births of children), while Green Woods did face a difficult and more immediate decision with top administration. At the beginning of the 2006-2007 school year, the Leadership Team consisted of 4 members; the Operations Manager, the Communications Director, the Coordinator of Curriculum and Instruction and the Human Resource and Accounts Manager. Upon further evaluation, and in the interest of fiscal accountability, in February the Board unanimously voted to revise the leadership model in order to better consolidate roles and responsibilities based on current needs. As of February 2007, the School Leadership Team (SLT) was reduced from four members to two. From February until the date of this report, the SLT was a team of two key positions: Coordinator of Curriculum and Instruction and the Human Resource/Accounts Manager. The Board divided responsibilities between these two remaining SLT members and changed their job titles to better reflect their respective roles in the school: Academic Director/CEO (Jean Wallace) and Business Director (Dana Lotkowski). Additional duties and responsibilities were given to the school Secretary as part of her new job role as the Administrative Assistant.

In March, 2006, the Board hired 2 part time employees to assist in the lunch/recess program and administrative office support duties.

Green Woods contracted with Catapult Learning to provide part time Guidance Counselor services to our students.

Staff Members Returning 05/06 - Total: 23
Staff Members Finishing Entire Year - Total: 26
Staff Members Added For the 06/07 - Total: 3

Student Enrollment

a) During the 2005-2006 enrollment period, more applications were submitted than we had open seats. Therefore a lottery was used to fill the 23 slots per grade level. After all slots were offered and filled, a waiting list was created and families were listed in order of the way they were pulled in the lottery. As openings occurred, the next family in line was contacted and offered a slot. Siblings of students who were already enrolled were automatically accepted in the program if a slot became available. The children of the founding members were exempted from this process and admitted without entering the lottery.

Our admittance policy for Kindergarten is that the child must be 5 years of age by September 1st and for grade 1, 6 years of age by September 1st.

ENROLLMENT DATA

GRADE K - 24 initially enrolled ;1 dropped 2/07;

GRADE 1 - 24 initially enrolled; 1 dropped at the end of the 2006-2007 school year.

GRADE 2 - 24 initially enrolled; 2 dropped at the end of the 2006-2007 school year.

GRADE 3 - 24 initially enrolled; 2 dropped

GRADE 4 - 23 initially enrolled; 1 dropped 1/07, 1 dropped 2/07 and 6 dropped at the end of the 2006-2007 school year.

GRADE 5 - 22 initially enrolled; 2 dropped at the end of the 2006-2007 school year.

GRADE 6 - 22 initially enrolled; 2 dropped at the end of the 2006-2007 school year.

GRADE 7 - 19 initially enrolled; 0 dropped 0 added

GRADE 8 - 22 initially enrolled; 0 dropped 0 added

TOTAL initially enrolled 204; 8 dropped; 0 added

TOTAL ended the 2006-2007 school year 195

TOTAL 196 currently enrolled for the 2007-2008 school year

b) Each year Green Woods has many more applicants than there are seats available. Green Woods has a sibling-first policy which allows siblings of seated Green Woods students to gain preference for any open seat in grades K through 6, only.

Only a few seats open each year in grades 1 through 6. In our second year of operation, the Board of Trustees revised our application policy and mandated the acceptance of new student applications from kindergarten to grade 6, only.

When Green Woods loses students, we usually lose them to the local high-achieving magnet school, Masterman. At least 3 students each year have left Green Woods after completing grade 4 and a trend has developed over the past 3 years in the amount of open seats in our fifth grade class. Students also leave Green Woods for other school districts when their families move out of Philadelphia. Families have reported that due to the lack of quality options for high schools in Philadelphia, when possible, they make the decision to move out of the city to a "good school district" so their children won't have to compete for a few slots available in some of the better high schools in Philadelphia.

Due to its continuing lack of facility space, Green Woods Charter School is under-enrolled based on our original charter application of 225 students. In our second year of operation, the Board of Trustees lowered the per-grade cap of students in each grade from 25 to 23 and also revised our application policy restricting the acceptance of new applications for 7th and 8th grade. The combination of these things has guaranteed that we can operate our school within our physical space, but has hampered our ability to increase our rolls thereby increasing our budget which could increase the delivery of our program and afford us compensation for our staff comparative to suburban public schools.

Transportation

GWCS provides transportation to students in Grades 1 through 8. If an accommodation is indicated in an IEP, GWCS complied with that accommodation. Transportation was provided through the School District of Philadelphia.

Food Service Program

GWCS students bring their lunches from home to school. We do not participate in the Free and Reduced Lunch Program.

Student Conduct

GWCS is committed to creating a safe, orderly learning environment that supports both the academic and social development of all children of our school. Protecting the learning

environment for all students is the primary goal of the discipline policies of GWCS. No student will be allowed to disrupt the education of other students or to create an environment of fear.

GWCS maintains the highest expectations for student discipline. Behavior, discipline and school climate are excellent in our school.

During the 2006-2007, 8 students were involved in 8 suspension incidents and no students were expelled.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Green Woods CS

Date of Local Chartering School Board/PDE Approval: August 7, 2002

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

Grade Level: Kindergarten through 8 **Hours of Operation:** 8:30 a.m. to 3:10 p.m.

Percentage of Certified Staff: 77% **Total Instructional Staff:** 16

Student/ Teacher Ratio: 12.25 to 1 **Student Waiting List:** 116

Attendance Rate/Percentage: 95.83%

Enrollment: 200 **Per Pupil Subsidy:** \$7,247.92 Regular Ed \$15,346.00 Special Ed

Student Profile

American Indian/Alaskan Native: 2
Asian/Pacific Islander: 7
Black (Non-Hispanic): 24
Hispanic: 4
White (Non-Hispanic): 163
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 0

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 32

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	170	172	172	0	514
Instructional Hours	0	0	1006	1017	1017	0	3040

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

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

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

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

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Jean Wallace

Title Coordinator of Curriculum and Instruction

Phone 215-482-6337

Fax 215-482-9135

E-mail jwallace@greenwoodscharter.org

Signature of the Chief Executive Officer and Date

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

Name Steven Tilney

Title President

Phone 215-482-6337

Fax 215-482-9135

E-mail susan.tilney@verizon.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Melinda Coughlin

Title Special Ed. Coordinator

Phone 215-482-6337

Fax 215-482-9135

E-mail mcoughlin@greenwoodscharter.org

Signature of the Special Education Contact Person and Date