
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Charter Annual Report **Monday, November 10, 2008**

Charter School: Green Woods CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Green Woods CS

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

Length of Charter: 5 years, * Second 5 year charter issued on 9/07 **Opening Date:** September 2002

Grade Level: Kindergarten through 8 **Hours of Operation:** 8:15 a.m. to 3:15 p.m.

Percentage of Certified Staff: 88 **Total Instructional Staff:** 16

Student/ Teacher Ratio: 12 to 1 **Student Waiting List:** 74

Attendance Rate/Percentage: 95.5

Enrollment: 191 **Per Pupil Subsidy:** \$7,708.33 Regular Ed \$16,760.03 Special Ed

Student Profile

American Indian/Alaskan Native: 2
Asian/Pacific Islander: 3
Black (Non-Hispanic): 18
Hispanic: 1
White (Non-Hispanic): 159
Multicultural: 8

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 11

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 30

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	175	180	180	0	535
Instructional Hours	0	0	968	1053	1053	0	3074

SECTION I. EXECUTIVE SUMMARY

Organization Description

Located in the 340-acre Schuylkill Center for Environmental Education, Green Woods Charter School (GWCS) completed its sixth year of operation in June 2008. In the 2007-2008 school year, GWCS maintained a population of 191 students, grades K-8. In the past GWCS drew its families predominately from the Northwest section of the City of Philadelphia; however through our new

website communications, an effective marketing campaign, positive publicity, and word of mouth from very satisfied parents, families from many areas of Philadelphia now apply to Green Woods and are accepted for admission. A day doesn't go by that we don't receive a call from a parent wanting to know more about our admission's process so that their child can be part of our unique and successful learning community.

In addition to our setting and our program as a whole, our unique, standards-based curriculum has received numerous accolades including the status of "Exemplary Curriculum" (July 2006), "Governor's Award for Environmental Excellence (July 2007), "Finalist — Philadelphia Sustainability Awards (April 2008) and "Best Practices Award — Presented by the School District of Philadelphia (May 2008). Green Woods has also received the Keystone Achievement Award for making AYP each of our last four years.

Our use of the natural environment and hands-on learning compliment the 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 unit plan development at GWCS. Through the EIC model, PA Academic standards drive the selection of textbooks, literature, unit development and assessment. In fact, EIC permeates all aspects of our day-to-day classroom and outdoor learning.

Just recently, Green Woods' core teaching team spent four full days refining, editing, and revising our K-8 EIC curriculum framework. The finished product was presented to the Department of Education on June 18, 2008. The representative from PDE was "blown away" by the comprehensive nature of our curriculum development. PDE was particularly impressed by the emphasis placed on addressing multiple intelligences; differentiating instruction, and hands-on, experiential learning. Most impressive to PDE was the level of collaboration that was obvious in creating learning experiences that were sequential, scaffolding, and spiraling to ensure that students were given many opportunities to really learn a concept in many different ways and at different times through their K-8 experience.

In support of our efforts, the expert staff of The Schuylkill Center for Environmental Education (SCEE) works side-by-side with GWCS educators to provide each classroom with three 50-minute periods per 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 original 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 improving our own, local environment. Our Best Practices Award, presented by the School District of Philadelphia, was certainly a testament to this partnership in education.

Along with our Schuylkill Center partners, many other community partners, old and new, have been instrumental in helping us accomplish both our short and long-range educational goals. Working with the Philadelphia Water Department, Pennsylvania Game Commission, Pennsylvania Fish and Boat Commission, Department of Environmental Protection, Outward Bound, Middle States Council for Social Studies, PennCORD, and the Pennsylvania Bar Association, we have had a tremendous outpouring of support from organizations that have played a role in helping us achieve our mission.

A culmination of our efforts happens once each year when our teachers and students showcase their learning at Museum Night. It is here where students "exhibit" their work for parents and other visitors. This year's event was attended by more than 300 parents and community members and actively engaged our entire school community.

Another example of the GWCS's efforts to engage our extended community is the ongoing collaboration between the Board, Administration and our Home School Committee. The purpose for establishing a viable HSC was threefold: to engage our parents help in discussing and identifying "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 such as our Back-to-School Bar-B-Que, Fall Festival and Thanksgiving Hike, Earth Day and more. An additional responsibility of the HSC is to host monthly meetings and one or two 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

A Brief History of Our Past Success

In 2004 Green Woods Charter School hired Coordinator of Curriculum and Instruction, Jean Wallace, 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, it was evident to Jean that Green Woods was, and is, the perfect location to implement an approach to learning known as Using the Environment as an Integrating Context for Learning (EIC).

EIC 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.

Through a Herculean effort, in just three years time Green Woods' EIC curriculum has gone from zero to one hundred! Support, encouragement and funding from both PDE and DEP and the commitment of a core team of exceptional teachers were the driving forces behind this success.

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?

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 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.

Our ongoing efforts 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.

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 would not be possible without a collaborative effort of our teachers and community partners. Throughout our curriculum development process, Dr. Patricia Vathis of PDE’s 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.

While in most schools, the Curriculum Committee is limited to simply one or two representative members of each area of our staff and administration, 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 we will all continue to be involved in this process, engaged in a team effort and coordinated through a collaborative process by Jean Wallace, Green Woods’ Academic Director and CEO. Furthermore, we will continue to challenge ourselves and each other as we work together to define and implement the best approach for improved learning for all of our students.

Green Woods Teaching Team Responsible for Developing and Refining Our Award-Winning EIC Curriculum

« Allison Hart, Kindergarten

« Melina Kuchinov, First Grade

« Kristina Skladaitis, Second Grade

« Juli Vitello, Third Grade

« Kate Langdon, Fourth Grade

« Kim Lewullis, 5th — 8th Grade Language Arts/Literacy Coach

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

« Jill Beccaris-Pescatore, 7th and 8th Grade Social Studies & Mathematics/Math Coach

« Kathleen Geist, 5th — 8th Grade Science

« Barbara Mail, Art

« Nicole Starke, Technology

« Jean Wallace, Academic Director/CEO

As the Academic Director/CEO at Green Woods Charter School, Jean has been working collaboratively with PDE for four years to support the design and implementation of our curriculum. Jean recently completed her coursework for her dual educational leadership certifications: Principal K-12 and Supervisor, Curriculum and Instruction. Jean also holds a Master's Degree and certification in Environmental Education as well as a BA and 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 us to design our own professional development sessions to meet both individual and collective needs.

Four key areas of need that were identified during the 2006-2007 school year and addressed during the 2007-2008 school year are:

#1. Deliver Data-Driven Math and Literacy 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. As a direct result of this request, teachers were given an opportunity during professional development sessions to work as a whole school and/or 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 both. During the school year, through the support of both a math and literacy coach, the teachers addressed the specific needs of specific students. Our PSSA results prove just how well this approach worked in supporting our students!

#2. Enhance EIC Curriculum Integration at the 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. To this end, the Academic Director/CEO created schedules that allowed for more opportunities for team-teaching and to allow for in-classroom peer observations and meaningful collaboration to support integrated learning. These opportunities had a profound and positive impact on the successful revision of our EIC curriculum this Spring.

#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.

To meet this need, staff meeting time was devoted to meeting small group goals as opposed to whole staff discussion. GWCS utilized the strengths of our own team members to facilitate these meetings and to develop and implement professional development opportunities to meet the specific needs of individuals.

#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 discover ways to successfully integrate non-fiction science content into our early reading programs. Green Woods teachers continue to work with nonfiction literature and learn how to better develop the major ideas of environment and science and then implement strategies to meet the diversity of needs of our students. Through the ongoing support of Kim Lewullis, GWCS Literacy Coach, our teachers expanded their repertoire of instructional strategies and more directly supported students' reading process through the content of environment and science.

#1. Data-Driven Instruction			
Action	For Whom	By Whom	
Successfully prepare all teachers to deliver high-quality data-driven instruction at K-8 levels in Reading and Math · Review assessment anchors in Reading and Math · Identify weakness areas relating to strands and anchors in individual grades and schoolwide · Deliver data-driven instruction at K-8 grade level	· Instruct all teachers K-8 and specials in how to analyze TerraNova and PSSA test score data · K-8 staff analyzed data and created action plans · Pyramid planning with K-8 staff to help guide differentiating instruction in lesson plan development	Kim Lewullis, GWCS Literacy Coach was instrumental in helping to further develop and support our literacy program. Jill Beccaris-Pescatore worked with the K-6 team throughout the year to ensure the development of comprehensive MATH pacing charts ensuring that teachers were successfully implementing the Everyday Math Program. Everyday Math is a rigorous program. The successful focus on the "spiral" of Everyday Math requires teachers to keep pace with instruction.	
#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	· Schedule common planning time and team-teaching opportunities for all 5-8 disciplines	· Academic Director/CEO created a middle school schedule that allowed for successful EIC integration.	

school (5-8) level and specials			
Increase in cross-grade-level projects that support environmental project-based learning	· Teachers and students in grades 5-8	Academic Director/CEO wrote grants to support the successful implementation of service-learning projects that directly tied to classroom instruction.	
#3. Provide Meaningful Prof. Dev. Opportunities			
Action	For Whom	By Whom	
Identify individual and group professional development needs	· All teaching staff	· Needs were met by the Literacy Coach, Math Coach and Special Education Coordinator	
#4. Increase EIC Literacy Integration of Non-Fiction Science Content at K-4			
Action	For Whom	By Whom	
Ensure EIC learning is happening through literacy instruction	All teaching staff	Literacy Coach did a needs survey of resources and then ordered resources to meet specific needs.	

Unfortunately, as we look ahead to the future of Green Woods it will ultimately be our budget that will determine the kinds of professional development 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. Fortunately, we have a strong team effort already in place.

Our EIC curriculum framework is an ever-evolving document and the needs of our students will ultimately determine the strategies that we use to deliver sound academic instruction. In the end, it is always about the kids.

Strengths of, and Challenges to, our Academic Program

Strengths

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.

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.

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. 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.

Challenges

The major challenge to our program that was identified during the 2006-2007 school year and addressed in the 2007-2008 school year was the consistency across grade levels in the teaching of our Everyday Math Program and a Balanced Literacy Program. This was addressed by having two teacher leaders assume the role of part-time coach: one for math and one for literacy.

Math Coaching — Summary of Math Goals and Objectives

This year was the first year we scheduled structure time for our Math Coach to support the K-6 classrooms. The duties of GWCS Math Coach, **Jill Beccaris-Pescatore**, who is also GWCS' 7th and 8th grade Math teacher, were to aid our K-6 teachers in the implementation of the Everyday Math curriculum at the prescribed pace. At the beginning of the year Everyday Math expert Conrad Folmer presented a workshop for our K-6 teachers. Through effective professional development sessions, Conrad has been instrumental in bringing new strategies to us to help us implement the program. This year, he met with us in August and gave us the task of creating and implementing pacing charts for each grade. The goal was to develop these pacing charts throughout the year and align each EDM lesson with PDE's assessment anchors.

This was the major focus for our Math Coach this year. Her efforts ensured that our pacing charts would be completed by the conclusion of the 2007-2008 academic year. Additionally, it was the responsibility of the Math Coach to monitor the use of EDM "Math Boxes" in each of the student journals. This was another important focus since the math boxes provide the spiral review that is fundamental in the success of the EDM curriculum. Lastly, the Math Coach visited the classrooms and supported the teachers in math instruction. This was an amazing feat as all of this was accomplished in just two to three class periods a week.

Our Math Successes

Prior to this year many of the teachers struggled with pacing math instruction in order to complete both volumes of the Everyday Math journals. This created a void in the learning of the students in the subsequent grades — in effect — collapsing the spiral of EDM. This year our Math Coach did an outstanding job of supporting the hard work of the teachers to ensure that our EDM program was being delivered at the proper pace and documentation of the pacing chart was consistent and ongoing.

After initial observations on the under-use of math boxes in the classroom the coach and classroom teachers brainstormed ways to use this valuable resource outside of the typical whole-group instruction time. Teachers decided to use them in centers, "Do Now's", mini-assessments and portfolios to meet this goal. Next, the math pacing guides were created and updated. These pacing charts provide a concrete map with PA Assessment Anchors that any teacher can now use to provide sound instruction in the math curriculum. This pacing goal was met and teachers were 100% completed with the math curriculum for their grade. **(SEE ATTACHED EXAMPLE EDM PACING CHART)**

The results of our Spring 2007 PSSAs showed that 29.9 percent of our students scored below proficiency in Math. The results of our Spring 2008 PSSAs show that only 19.3 percent of our

students scored below proficiency in math. **This is a 10.6 percent reduction in the number of students scoring below proficiency level in Math.** No Child Left Behind mandates that 100% of students in all public schools must reach proficiency by 2014. The state, therefore, mandates that you strive to reach this goal each year by implementing strategies to decrease the number of students scoring below the proficient level. The state target for us was to reduce the percentage by 2.9 percent. We reduced the percentage by 10.6 percent.

We are all very proud of the success of this effort! The incorporation of a Math Coach greatly enhanced the design, delivery and success of our Everyday Math Program and this is clearly reflected in our Grade 2 TerraNovas and 2008 PSSAs.

Math Struggles that Still Need to Be Addressed

Certainly, the teaching staff did a terrific job, overall, of supporting math instruction. As good a job that was done by most teachers, it was/is still a challenge when interim deadlines aren't met by a few members of the staff. Ironically, these same staff members were reluctant to have the coach observe/support classroom instruction. What was a "eureka" moment to our Math Coach was when she realized that she crossed over into an area that some former colleagues were not comfortable with. It is extremely difficult to go from being a colleague to a coach. But the goal was to improve instruction for students and, ultimately, our math scores. Our PSSA scores are evidence of the tenacity of our Math Coach in meeting the defined goals and objectives. These efforts must continue if math instruction is to be done consistently.

Literacy Coaching - Top Ten Literacy Goals and Objectives

Through the use of ongoing conversations and a review of PSSA and TerraNova data, Kim Lewullis, GWCS' Literacy Coach established the following goals and objectives for the 2007-2008 school year:

1. Establish a consistent, cohesive, and comprehensive literacy program throughout the school
2. Incorporate and utilize a balanced literacy approach with a focus on guided reading
3. Provide teachers with mentoring/coaching and resources
4. Provide support to small groups or individual students
5. Research and recommend guided reading books and assessments
6. Create a school wide list of sight words/word wall words
7. Compiled a binder of teacher and student resources involving literacy
8. Plan and implement weekly or bimonthly meetings with K-3 teachers (Fountas & Pinnell Benchmark Assessments, guided reading, balanced literacy, phonics, academic centers, etc.)
9. Plan and present professional development to staff (differentiation and Step-Up-To Writing)
10. Observations and evaluation of literacy program

Strategies Implemented by the Literacy Coach

Kim Lewullis spent her summer (2007) months putting together a binder for each classroom which was used as a guide for implementing a successful balanced literacy program. The binder included the following:

Balanced Literacy with a Focus on Guided Reading

I. Balanced Literacy Overview

- Components of Balanced Literacy
- Suggested Time Allotted/Ideas for Allowing Time
- Components and Descriptions

II. Balanced Literacy Teacher and Student Roles

- A Snapshot is given to show what the teacher and the student are doing for each component of the Balanced Literacy block.

III. Guided Reading

- Definitions
- Overview
- Instructional Model
- Purpose and Facts
- *Guiding* Strategies
- Traditional v. Guided Reading

IV. Guided Reading Management and Text Selection

- Classroom Set-Up
- Center Idea
- What are the other students doing?
- Changing Book Levels and Text Selection

V. Guided Reading Monitoring

- Coaching Statements, Prompts, Questions
- Informal Observations
- Example Notes
- Observation Sheets
- Assessment
- Teaching Strategies

VI. Guided Reading Stages and Levels

- Literacy Continuum and Stages
- Approximate Grade Levels
- Rubric of Fluency
- Correlation of Instructional Reading Levels (ex: F&P, Wright Group, Reading Recovery, etc.)
- Level Descriptions
- Reading Characteristics per Level

VII. Guided Reading Sequence/Shift

- Teaching Sequence (SPORR)
- Shift from Guided Reading (Transitional Guided Reading, Reader's Workshop, Literature Circles)
- Guided Reading Practice

VIII. Guided Reading and Anthologies

- Frequently Asked Questions about Guided Reading
- Different Ways to Read Anthologies

IX. Guided Reading Center Ideas for all Levels

- Word Analysis
- Sequence of Ideas
- Critical Reading
- Study Skills

X. Phonics and Vocabulary

- High Frequency Words and Teaching Tips
- Phonics and Structural Analysis and Teaching Tips
- Structural Analysis and Decoding

XI. Running Records

- Taking Running Records, Frequency, Scoring, and Analyzing
- Keeping Score
- Cue Systems and Strategy Prompts
- Frequently Asked Question
- Guide Sheets
- Example Sheets

XII. Teacher Materials

- Schedules
- Observation sheets
- Report Card
- Word List

During our week-long professional development time in August 2007, Kim Lewullis delivered a professional development session to outline the goals of the literacy program and provide an overview of her role as Literacy Coach. (*SEE ATTACHED PROFESSIONAL DEVELOPMENT AGENDA DATED AUGUST 27, 2007*). Kim also conducted observations and then created an evaluation checklist for each grade based on those observations. (*SEE ATTACHED OBSERVATION CHECKLIST*)

In addition to the focus on Balanced Literacy, an analysis of our standardized test scores also revealed some common area of weaknesses in writing across all grade levels. To address this need, Kim Lewullis did extensive research on writing programs. She had several meetings with a

Kathy Wirth, a Literacy Professor at Arcadia University, who highly recommended the Step Up to Writing Program. A brief overview of the structure of this program is as follows:

Green Light - Topic Sentence: The main topic of the composition is stated.

Yellow Light - Reason/Detail/Fact: Give the reader a main reason, detail or fact that relates to and supports the topic sentence. Use transitions (First,... First of all,... In addition,... Also,...) to start these sentences.

Red Light - Explain/Example: Give an example for the statement made in the reason/detail/fact sentence.

Green Light - Concluding Sentence: The topic is restated to remind the reader what the composition was about. (Begin this sentence with Clearly,... In conclusion,... All in all,...)

**K-2 Traffic Light Approach
Step-Up-To-Writing**

Green GO Topic Sentence	
Yellow SLOW DOWN Details, Facts, Reasons	
Red STOP Explain or Example	
Green GO BACK Remind reader of topic	

Grade 2 — 6 Traffic Light Approach to Writing

Step-Up-To-Writing

Green	
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GO Topic Sentence Yellow	
SLOW DOWN Details, Facts, Reasons Red	
STOP Explain or Example Yellow	
SLOW DOWN Details, Facts, Reasons Red	
STOP Explain or Example Green	
GO BACK Remind reader of topic	

Upper Middle School Traffic Light Approach to Writing

Step-Up-To-Writing

GREEN-Topic Sentence	
YELLOW-Detail Sentence (Facts, Reasons, Details)	
RED-Explanation or Example	

YELLOW-Detail Sentence (Facts, Reasons, Details)	
RED-Explanation or Example	
YELLOW-Detail Sentence (Facts, Reasons, Details)	
RED-Explanation or Example	
GREEN-Conclusion or transition sentence	

Supporting Literacy-Rich Centers in the K-4 Classroom

Through her ongoing observations of the literacy instruction in the K-4 classroom, Literacy Coach, Kim Lewullis found that centers time was not being utilized as effectively as possible in supporting independent literacy instruction for each learner. Her observations lead to the creation of this table of suggestions for enhancing the literacy instruction during centers time. **(SEE ATTACHED).**

Promoting a Strong Home/School Literacy Connection

Utilizing our successful website communication as a tool, this year we actively sought support from our parents and families to enhance our literacy focus. Through monthly publications titled, "Literacy Connections" we provided our Green Woods community with ways in which they could support our literacy focus at home. These newsletters provided a wealth of information at two levels: Beginning Reading and Intermediate Reading. **(SEE 2 SAMPLES ATTACHED).**

In addition to the Literacy Connections newsletters, Kim Lewullis developed a "Guided Reading Report Card" that was filled out quarterly and sent home with each child in grades K-6. **(SEE ATTACHED GUIDED READING REPORT).**

TerraNova and PSSA Results Support the Overwhelming Success of These Coaching Efforts

Our most recent Grade 1 and Grade 2 Terra Nova tests (April 2008) reflect that Green Woods Charter School exceeded the national percentiles in 36 of 38 math, language, and science objectives tested in Grades 1 and 2.

In addition to the TerraNova results, the Spring 2008 PSSAs reflect the overwhelming success of our K-4 Literacy and K-6 Math coaching efforts. Although reading scores from grade 3 to 4 are high, the math scores achieved double-digit success from last year! The goal of creating math pacing charts for grades K — 6 was to keep our math instruction on track, and the additional coaching provided to our staff has achieved outstanding results. Data-driven instruction has truly been a success story for Green Woods this year.

Grade 3 — 2007 PSSA

Reading 73% Advanced/Proficient

Math 73% Advanced/Proficient

Grade 4 — 2008 PSSA

(+13%)

Reading 72% Advanced/Proficient

Math 86% Advanced/Proficient

Grade 5 — 2007 PSSA

Reading 50% Advanced/Proficient

Math 54% Advanced/Proficient

Grade 6 — 2008 PSSA (+22%)

(+24%)

72% Advanced/Proficient

Math 78% Advanced/Proficient

#4. Increase EIC Literacy Integration of Environment and Ecology Content at all Levels and in all Disciplines

In the era of NCLB, there is a well-defined, strong emphasis 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 environment and ecology/science content into our early and middle school reading programs.

This past year Green Woods Literacy Coach worked with teachers to incorporate more nonfiction literature that has further developed the major ideas of social studies and environmental science. Through effective coaching, peer support, and collaboration, teachers have expanded their repertoire of instructional strategies and successfully supported students' understanding of environment and science.

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.

Meeting the Needs of Our IEP and Struggling Students

To further support our IEP students and their success in the general curriculum, weekly planning times were 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 established in the students' IEPs.

Green Woods professional development plan included 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, Instructional Support Staff, 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. Melinda Coughlin, GWCS' 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 more directly supported students with special needs. Paraprofessional responsibilities included small group or individualized instruction, progress monitoring support, and facilitation of prescribed sensory exercise programs.

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.

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.

NEW Partnership with Outward Bound!

Green Woods developed a strong partnership with the Outward Bound Program. We hope this partnership will begin a long-term program that will allow our 4th and 8th grade students to take their experiential learning and development of problem-solving skills to a whole new level.

As a charter school, it is important that we maintain our unique identity and academic focus by developing key partnerships that support and enhance our educational mission. This year Green Woods worked in collaboration with Outward Bound to bring the "Insight Program" to our 4th grade students and the Urban Expedition Program to our 8th grade students. The Insight Program is an adventure-based educational experience where students take part in team-building challenges that foster collaborative problem solving and constructive communication.

The mission of Outward Bound is to "encourage growth and discovery, and to inspire confidence, self-reliance, compassion and care for the environment." And our new partnership with Outward Bound certainly enhances our mission. When asked about her perspective of what Outward Bound meant for her students, Kate Langdon, Green Woods 4th grade teacher remarked,

"The outward bound adventure allowed the children to showcase their full potential as a team through a variety of teamwork challenges and activities in the surrounding outdoors. As a team, they developed a new perspective on the importance of working together, as well as taking pride in both themselves and their environment. Overall, the fourth grade students walked away from outward bound as a stronger and tighter family!"

Our 4th grade spent two exciting days working with the youth leadership experts from Outward Bound. Being outside in the natural world, meeting challenges, practicing leadership, managing risks, and working closely within a group were all experiences that our students enjoyed as part of the Insight Program. We are confident that these experiences will carry over to the classroom and to our students' daily lives.

To foster even a greater level of teamwork and collaboration, our 8th grade students took part in an urban expedition experience where our students were placed in two patrols for a five-day-four-night adventure. Two professionally trained Outward Bound wilderness instructors lead each patrol where our students explored the city of Philadelphia while participating in service projects.

While hiking throughout the city our students learned the skills of urban navigation. They also engaged in emotional and physical challenges that honed their problem-solving skills through team leadership skill development. One 8th grader summed it all up by saying,

"I expected the expedition to be a little bit of fun and lots of work...it was a wonderful experience. We all got along and worked well together, we had great counselors, lots of fun. I liked that we kept moving, not always at the same spot. Each day was a new mystery as to what we would be doing and where we would be going. I felt responsible".

Students had the exciting opportunity to sleep in locations around town like The Philadelphia Zoo, Water Works, Old First Church, and the Outward Bound "Treehouse" located 30 feet off the ground! The students photographed their journey and kept personal journals to record their challenges and reflect on this incredible experience.

Green Woods is extremely grateful to Outward Bound for helping to make this partnership possible. We look forward to many more exciting and challenging adventures for our students in the years to come.

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 continue to 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 our ability to improve literacy skills in middle school 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 continue to 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.

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.

This past year Green Woods will hire a Literacy Coach whose goal was to 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, she was able to expand their repertoire of instructional strategies that will support students' learning and probe students' understanding of environment and science.

(See Academic Standards section of this Annual Report for additional information about the success of our Literacy program)

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.

With a reduced level of funding and an increase in costs, providing meaningful professional development opportunities outside of the school setting might soon become cost prohibitive. Green Woods is committed to doing extensive outreach with the goal of bringing sponsorship or scholarships that will allow our teachers to take part in professional development sessions that directly support and enhance classroom instruction.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

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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 continues 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 2007-2008 school year have included math and literacy. GWCS hired a part-time Literacy Coach and part-time Math Coach who did an exceptional job of defining and meeting our needs.
 2. The original focus for the 2008-2009 school year was to update and enhance our mathematics curriculum through the efforts of a full-time math/curriculum coach; however the budget did not support these goals at this time.
 3. Consistent and ongoing support was given to classroom teachers by coaches during the 2007-2008 school year to help strengthen their math and literacy 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 **(2007-2008)**
 2. School/Parent Committee meetings will create a forum for educating parents. **(2007-2008)**
 3. Presentations at HSC meetings will explain both curricular areas and the social/emotional development of children. **(2007-2008)**
 4. Workshop presentations will be presented in collaboration with the HSC to discuss child development. **(2007-2008)**
 5. The school counselor will distribute written columns for parents on child growth and parent education articles. **(2008-2009)**
 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. **(Ongoing)**
 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 **(Ongoing)**
 2. All faculty will receive new software and training to help them incorporate technology into their curriculum. **(Ongoing)**
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. **(2007-2008)**
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. **(2007-2008)**
 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. **(Ongoing)**

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. **(RFPs were submitted by three firms)**
 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
Jean M. Wallace CEO	Green Woods Charter School	Administrator	Board of Trustees
Dennis Burton	Executive Director, Schuylkill Center		Board of Trustees
Dana Lotkowski Business Director	Green Woods Charter School	Administrator	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
Steven Tilney	Green Woods Charter School	Board Member	Board of Trustees

Goals, Strategies and Activities

Goal: Coordinate New Staff Into Middle School Program

Description: Ensure that integration continues at the 5-8 level

Strategy: Induction mentor will be assigned to support new inductees into middle school program

Description:

Activities:

Activity	Description	
Induction Program will be carried out throughout the year	Green Woods will assign an induction mentor to coordinate the induction program for new middle school staff.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Statement of Quality Assurance

Charter school has met AYP.

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, Step-Up-To Writing for K-8, Handwriting without Tears for K-3, Lessons in Literacy for K-8, History Alive Social Studies program for K-8 and we utilize the Holt series for Math for grades 7 & 8. 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 2007-2008 school year, Green Woods supportive partnership with The PA Department of Education (PDE) was even further enhanced as we continued our work on our model EIC Curriculum. Funding from DEP supported our curriculum revision and our updated curriculum was presented to PDE on June 18, 2008. Curriculum binders were delivered to DEP and PDE on June 27th.

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. 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?

The EIC Model (see attached examples of standards-based curriculum maps Grades K-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, Language Arts, and more. Integration of both Technology and Art is also easily done. Green Woods is happy to send any and all supporting documentation reflecting how our curriculum meets Chapter 4 mandates.

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.

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

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.

"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 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.

Project PEACE: Middle School Students as Leaders, Conflict Managers, and Problem-Solvers

A long tradition of research suggests that giving students more opportunities to participate in the management of their own classrooms and schools builds their civic skills and attitudes. Thus, giving students a voice in school governance is a promising way to encourage all young people to engage civically. This year we introduced our Jr. School Leadership Team, made up of 7th and 8th grade students, to a program called Project PEACE.

Project PEACE is a peer mediation program that strives to reduce conflicts and violence in schools by teaching children how to discuss and mediate their disagreements. The objective of Project PEACE is to neutralize minor conflicts before they become confrontations which can often lead to violent acts. Children become active participants in controlling behavior in their schools by taking the role of mediator.

The conflicts associated with school governance often mirror the conflicts found in environmental issues, political life, and in the larger society as a whole. The need for skill development is vital if the experience for students is to be positive and meaningful.

Sixteen Jr. SLT members received one-day of intensive training, delivered by conflict resolution expert, Leon Stimpson. This was made possible by a partnership between Green Woods Charter

School, the PA Bar Association, the Office of the Attorney General, and Third Circuit Court of Appeals Judge and First Lady, Midge Rendell.

Project PEACE utilizes conflict resolution education with students and offers strategies and problem solving skills that are necessary for positive civic participation in our schools and the community beyond. Our students have assumed the role of mediators and now use the conflict resolution skills they have learned to help resolve minor disputes involving our younger students.

The program offered a chance for our students to find their voice in their school, community and, hopefully, one day, our nation.

How does Green Woods promote in-depth and inquiry-based teaching and learning? What types of teaching strategies are used to actively engage students in the learning process?

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.

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. Each year our 5th grade delves deeply in a study of Global Warming. Last year their investigation was highlighted in the City Paper.

One shining example happened this past year when our first graders composting investigation was featured in Scholastic's Teacher Magazine. The following is an excerpt from that story:

Not everyone uses garbage as a teaching tool, but maybe we should. Melina Kuchinov, a teacher at Green Woods Charter School in Philadelphia, dumps a trash can filled with compost onto a plastic bag spread on her classroom carpet. For weeks, her first-grade

students have collected and composted banana peels, fruit rinds, and vegetables. Now, they are about to learn what happens to their food after they're done with lunch.

They separate dirt from composting trash with Popsicle sticks and examine the bugs that are eating their leftovers, recording their observations as they dig. After several weeks of composting, says Kuchinov, the students look forward to seeing what's happening inside the trash bin.

Most other schools, Kuchinov admits, would never let her compost in her classroom, much less examine the waste on the floor. But Green Woods Charter, an environmental education school, uses the outdoors as a classroom, even bringing it indoors sometimes."

Inquiry-Based Learning and Standardized Test Results For four years we have worked hard to successfully develop our unique EIC curriculum which uses inquiry-based learning as its core. Again, this success was evident when the results of our Spring, 2008 Grade 2 TerraNova results reported that our 2nd grade students scored in the 92nd percentile in "Inquiry-Based Science."

Our commitment to the Department of Education 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.

Rigorous Instructional Program - Attachments

- GWCS ACT 48 Professional Ed Plan.doc
- Grade 1 EIC curriculum map
- Grade 2 EIC curriculum map
- Grade 3 EIC curriculum map
- Grade 4 EIC curriculum map
- Grade 5 EIC curriculum map
- Grade 6 EIC curriculum map
- Grade 7 EIC curriculum map
- Grade 8 EIC curriculum map
- K - EIC curriculum map
- induction letter.pdf
- Act 48 Letter

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, and speech and language disabilities. 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, organization/study skills support, 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, guidance counselor, and a certified school psychologist. 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 - Attachments

- Special Education: Child Find Policy.doc
- Special Education: CSAP Defined.doc
- Special Education: CSAP Tier Process.doc
- Special Education: Student at a Glance
- Special Education: Student at a Glance Menu
- Special Education: Teacher Resource Materials.doc
- Special Education: Child Count July 07.xls
- Special Education Job Descriptions
- Special Education : Performance Appraisal
- Special Education: Performance Appraisal
- CS Penn Data Table July 2007
- December 2007 Child Count document

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Anne Marie McNichol	.90	reading teacher, resource support	Green Woods Charter School	17	provides DRI ; Wilson, Seeing Stars, Lindamood Bell.
Melinda Coughlin	.75	LS, ES, AS inclusion support	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	.9
Kindergarten Assistant	Green Woods	.2
1st grade Assistant	Green Woods	.5
2nd grade Assistant	Green Woods	.5
3rd grade Assistant	Green Woods	.75
4th grade Assistant	Green Woods	.9
5th grade support by certified teacher	Green Woods	.4
6th grade support by certified teacher	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	10 hours

Pediatric Therapeutic Services	Speech and Language Therapist	13 hours
Pediatric Therapeutic Services	Occupational Therapist	5.5 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
DIBELS	Yes	Yes	No	No	No	No
DRA	Yes	Yes	Yes	Yes	Yes	Yes
Benchmark Assessments	Yes	Yes	Yes	Yes	Yes	No
Curriculum-Based Measurements	Yes	Yes	Yes	Yes	Yes	Yes
TerraNova	No	Yes	Yes	No	No	No
PSSA	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Benchmark Assessments	Yes	Yes	Yes	No	No	No	No
Mid-Term Exams	No	Yes	Yes	No	No	No	No
Curriculum-Based Measurements	Yes	Yes	Yes	No	No	No	No
PSSAs	Yes	Yes	Yes	No	No	No	No

Student Assessment

Student Assessment

Spring 2008 PSSA Results — GRADES 3 - 8

Grade 3

Math 80% Advanced/Proficient 20% Basic 0% Below Basic

Reading 80% Advanced/Proficient 15% Basic 5% Below Basic

-

Grade 4

Math 86% Advanced/Proficient 0% Basic 14% Below Basic

Reading 71.5% Advanced/Proficient 19% Basic 9.5% Below Basic

-

Grade 5

Green Woods CS - Charter Annual Report

Math	71% Advanced/Proficient	19% Basic	10% Below Basic
Reading	57% Advanced/Proficient	28.5% Basic	14.5% Below Basic
Writing	57% Advanced/Proficient	43% Basic	0% Below Basic

-

Grade 6

Math	78% Advanced/Proficient	11% Basic	11% Below Basic
Reading	72% Advanced/Proficient	22% Basic	6% Below Basic

-

Grade 7

Math	78% Advanced/Proficient	16% Basic	6% Below Basic
Reading	84% Advanced/Proficient	16% Basic	0% Below Basic

Grade 8

Math	94% Advanced/Proficient	6% Basic	0% Below Basic
Reading	94% Advanced/Proficient	6% Basic	0% Below Basic
Writing	88% Advanced/Proficient	12% Basic	

Spring 2008 TerraNova Results — Grades 1 and 2

As was reported earlier, the results of the Spring 2008 TerraNova taken by grades 1 and 2, indicate that Green Woods outperformed the national percentiles in 36 of 38 tested objectives.

Strengths

Looking at the outstanding percentages of students in grade 3 through 8 scoring in the Proficient/Advanced range, it is clear that Green Woods has successfully achieved AYP once again. Most remarkable is that our 5th through 8th grade scores in the Advanced/Proficient range have significantly increased from year to year. It should also be noted that 94% of our 8th grade students scored Proficient/Advanced in both Math and Reading in the 2008 PSSA. We missed 100% by just one student as one student in each subject, scored Basic.

Grade 5 — 2007 PSSA

Reading 50% Advanced/Proficient Math 54% Advanced/Proficient

-

Grade 6 — 2008 PSSA (+22%)

(+24%)

72% Advanced/Proficient

Math 78% Advanced/Proficient

-

Grade 6 — 2007 PSSA

Reading 65% Advanced/Proficient

Math 75% Advanced/Proficient

-

Grade 7 — 2008 PSSA (+19%)

(+3%)

Reading 84% Advanced/Proficient

Math 78% Advanced/Proficient

Grade 7 — 2007 PSSA

Reading 79% Advanced/Proficient

Math 69% Advanced/Proficient

-

Grade 8 — 2008 PSSA (+ 15%)

(+25%)

Reading 94% Advanced/Proficient

Math 94% Advanced/Proficient

Challenges

In reviewing our Spring 2008 PSSAs, our greatest grade level of need, once again, appears to be our 5th grade in both Reading and Writing. This is not unusual for us. Unfortunately, Green Woods tends to lose our higher achieving students after 4th grade as students in 4th grade apply to, and are accepted into Masterman, which is our local magnet school. These students are often replaced, through the lottery, 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.

As we look ahead to next year, we will meet as a staff in August, review the weaknesses in 5th grade (going into 6th grade) strands, once again, and focus instruction to meet these specific weaknesses. As has been the case in the past, this approach has worked well as each year after 5th grade our students' test scores slowly improve.

Meeting the Needs of All Students in Math and Literacy

Green Woods Charter School has just completed our fourth 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."

The 2007-2008 year was coined our "Look Out for Literacy" year at Green Woods. We hired a Language Arts/Literacy Coach who provided ongoing support to all of our classroom teachers. She also worked 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.

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, Special Education Coordinator, or Instructional Support Personnel.

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."*

Student Assessment - Attachments

- Fall 2006 TerraNova Test Scores- Grade 3
- Fall 2006 Terra Nova Test Scores - Grade 4
- Fall 2006 Terra Nova Test Scores Grade 5
- Fall 2006 Terra Nova Test Scores- Grade 6
- Fall 2007 Terra Nova Test Scores-Grade 7
- Fall 2007 Terra Nova Test Scores - Grade 8
- Arcadia University Analysis of Green Woods Charter School Terra Nova Science Test Scores

Teacher Evaluation

At Green Woods Charter School, the evaluation process this year was done on an ongoing — walk-through- informal basis as well as formal observations by both the Math and Literacy Coaches and CEO. Instead of working individually to meet broad-ranged goals identified by PDE, this year's evaluation process was created and conducted to ensure that the teachers were all working consistently toward our own, common, identified goal.

This revised evaluation process was done for a very specific reason as the observation/evaluation/assessment of teachers was directly related to the task that was established by our team and communicated to everyone in August 2007. Instead of a summative end-of-the-year evaluation that measured broad objectives, the evaluation process this year was more specific and much more effective in meeting the identified goals of our 2007-2008 program. (SEE BELOW)

Classroom Literacy Instruction Checklist

Strengths	Comments
<ul style="list-style-type: none"> • Varied level of questioning • Interactive group lessons • Shared reading in which teacher referred students to use the word wall for support • Increased time in centers geared towards reading and writing • More student accountability for centers • Use of computer as a literacy center with programs like Kidspiration and Herman the Worm • Positive interaction with students • Some integration • Classroom transitions are smooth • Strategies are modeled • Clear directions • Time to stretch recognizing student activity 	<ul style="list-style-type: none"> • Continue to develop differentiated centers • Continue to find ways to integrate science and social studies into the literacy components • Consistently use the Language Exercise book • Continue to explore Step-Up-to-Writing • Continue guided reading consistently throughout the year • Differentiate small group activities

In addition to these ongoing checklist observations by the Math and Literacy Coach, CEO Jean Wallace also conducted informal walk-throughs and observed and communicated with each member of the teaching staff. Written evaluations based on 45-minute classroom observations were also completed by the CEO. (SEE EXAMPLE ATTACHED)

Jean Wallace has just completed her coursework and Praxis Exams to secure her dual leadership certifications: Principal K-12 and Supervisor, Curriculum and Instruction. In pursuing these certifications, she has gained a wealth of knowledge and skills to better assess, evaluate, and support teachers in the classroom.

Teacher Evaluation - Attachment

- Sample of a Formal Teacher Observation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

At the beginning of the 2007-2008 school year, the Board accepted three new board members to fill vacant positions. At the June 21st Board Meeting, two current members of the board submitted their resignations as of August 2008. The Nominations Committee of the Board of Trustees has been successful in interviewing new candidates to fill vacant seats on the board. These candidates will be brought forth at the August 2008 board meeting. It is anticipated that these new board members will be approved and immediately brought onto the board.

The SLT structure, made up of an Academic Director/CEO and a Business Director remained in place throughout the 2007-2008 school year.

Board of Trustees

Name of Trustee	Office (if any)
Steven G. Tilney	President
Kevin Godshall	Vice President
Joyce Clugston	Treasurer
Matt McClure	Trustee
Barry Sunshine	Trustee
Dr. Dawn Cute	Trustee
Joan Carr	Trustee
Tom Schrand	Trustee

Professional Development (Governance)

Board training has been provided to Board members by the School's law firm of Wisler, Pearlstine in the areas of Board Ethics, Sunshine Law and Board Confidentiality. Also, the Board has had the benefit of mentoring provided by the school's attorney of Wisler Pearlstine. The Board has also been provided training through an information session with the School's Accountant, Charter School Choice. 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 2007-2008 school year, the Board continued to work towards establishing an effective system of governance and works with its School Attorneys from Wisler Pearlstine on matters related to board activity in the areas of Board Ethics, Sunshine Law and Board Confidentiality. The Board also attended an information session/training on curriculum and special education by the school's Academic Director/CEO and the Special Education Coordinator. 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.

Coordination of the Governance and Management of the School - Attachments

- GWCS 2008-2009 Board Meeting Schedule
- Green Woods Charter School Meeting Schedule 2007-2008

Community and Parent Engagement

During the 2007-2008 school year, GWCS focused on strengthening its school community and provided many opportunities 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 workshop trainings on standardized tests, adolescence, Everyday Math, and more.

Green Woods also provided our community many opportunities for feedback or to share ideas with the Board and/or the School Leadership Team in the form of Board meetings, monthly meetings with the SLT and open-forum Town Meetings. The Home School Committee, a group consisting of parents, continue to be directed by the Board in an effort 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

As a result of the grant writing efforts of CEO Jean Wallace, over the past four years, Green Woods has been fortunate to have received grants and scholarships totaling more than \$150,000.00 to support our curriculum and instruction goals. The highlight of this funding stream came from a \$50,000 grant from PECO-Exelon. This 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. In addition, the partnership between the Department of Education and the Department of Environmental Protection has provided ongoing sources of funding that have allowed us to develop, implement, and purchase resources to support our EIC curriculum.

Our website has attracted potential parents from as far away as London, England and Iraq! In addition, start-up charter schools from Georgia to New York have accessed our website, and visited Green Woods to gain access to our successful curriculum mode. Using the Green Woods EIC curriculum, these schools created pre-application proposals with the goal of opening up EIC-based charter schools in their own regions. The Environmental Charter at Frick Park in Pittsburgh is a shining example of how Green Woods' success can be used to jumpstart the success of others. As a direct result of Green Woods curriculum, Frick Park will be opening its doors to 250 K-3 Pittsburgh students in September of 2008.

In addition to the funding that has come in from outside sources, each year Green Woods raises money through cheesecake sales, art work, special lunches, and our Fun Day end-of-the-year celebration. 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 was 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 facilitate this process, we contracted with MacIntyre Associates who walked us through a detailed facilities and fundraising plan for several months. This process has been placed on hold until we can get a definitive answer from the SRC relating to our future growth and our goal to provide an opportunity for more students to attend our award-winning school.

Green Woods currently has three grant applications into DEP for the 2008-2009 school year totaling \$19,000.00. If funded, the bulk of the money will go toward developing a K-3 Outdoor Learning Area just outside the doors of our K-3 classrooms. The design and creation of the project will match our curriculum and instruction goals and will be done in collaboration with our Schuylkill Center partners.

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.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Greenwoods_Revenues-Expenditures-FundBalances-June2008
- Annual Report Preliminary Budget Narrative

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 2006-2007 audit report. The 2006-2007 audit is attached and has a completion date of December 18, 2007. They have been engaged to conduct the 2007-2008 audit, with an anticipated completion date before October 2008.

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

- June 2007 Financial Audit Report

Citations and follow-up actions for any State Audit Report

Green Woods Charter School was audited by the Pennsylvania State Auditor General and this process was completed by December 2007. As per the Auditor General's agent overseeing our audit, no official audit report was generated by the State Auditor General's office. Should an official report be generated by the Auditor General's office, Green Woods Charter School will submit to the PDE any necessary information.

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 include installation and maintenance of a security system, purchase of computer equipment and printers, and furniture items.

Future Facility Plans and Other Capital Needs

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 2007-2008 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 8 fire drills during the 2007-2008 school year. GWCS held 2 bus evacuation drill during the 2007-2008 school year.

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

- Health Reimbursement Request Report

Current School Insurance Coverage Policies and Programs

Health

- Keystone Health Plan East — HMO
- Independence Blue Cross — Personal Choice Upgrade

Dental

United Concordia — Dental Insurance

PSERS Retirement

403 (b) Retirement (employee paid):

Lincoln Investment Planning

ST/LT Disability Insurance (employee paid):

Fort Dearborn

Flexible Spending Account (employee paid):

Commercial Insurance Portfolio

- General Liability: Each occurrence 1,000,000
- General Liability: Damage to rented premises 300,000
- General Liability: Med Exp any one person 10,000
- General Liability: Personal and Adv Injury 1,000,000
- General Liability: General Aggregate 2,000,000
- General Liability: Products-Comp/Op Agg 2,000,000
- Automobile Liability: Hired Autos, Not owned Autos 1,000,000
- Excess/Umbrella Liability: 10,000,000
- Worker's Compensation and Employer's Liability: Each occurrence: 500,000
- Worker's Compensation and Employer's Liability: Disease-EA Employee: 500,000
- Worker's Compensation and Employer's Liability: Disease-Policy Limit: 500,000

Current School Insurance Coverage Policies and Programs - Attachment

- Accord Insurance Certificate

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2007-2008 school year, Green Woods experienced a return of all 9 lead teachers who ended the 2006-2007 school year with Green Woods. In addition, Green Woods hired a teacher for 5/6 english language arts who also provided support to our middle school students with IEPs as a part-time instructional assistant in our middle school.

Green Woods Charter School employed 4 specialist teachers; a full time art teacher returned from the 2006-2007 school year, 1 part time and 1 music and part time technology teachers re-joined our staff after working in other educational settings, and a new part time spanish teacher joined our staff.

However, there were some unanticipated interruptions in the teaching staff for the 2007-2008 school year. In November 2007, our 7/8 grade english/language arts teacher and literacy coach went on maternity leave and returned in January 2008 to continue her part-time literacy coach position. Green Woods contracted with Kelly Services to provide a part-time teaching long-term substitute to teach 7/8 grade english/language arts and also to support students with IEPs as a part-time instructional assistant in our middle school.

Special education department, consisting of a full time special education coordinator/teacher and a full time reading teacher returned for the 2007-2008 school year. In addition, 2 full time

instructional assistants returned and 1 full time instructional assistant was hired. In November 2007, Green Woods hired a part time instructional assistant substitute to cover during a maternity leave of one of the instructional assistants and remained as an additional part time support through the remainder of the 2007-2008 school year.

The School Leadership Team (SLT), consisting of an academic director/CEO (Jean Wallace) and a business director (Dana Lotkowski), were responsible for the school’s daily operation during the 2007-2008 school year. Additional duties and responsibilities were shared by an administrative assistant. Two part time employees returned to assist in the lunch/recess program and administrative office support duties.

Green Woods continued our service contract with Catapult Learning to provide part time guidance counselor services for our student. Green Woods continued our service contract with Pediatric Therapeutic Services to provide speech, and occupational therapy for our special needs students.

Quality of Teaching and Other Staff - Attachments

- PIMS Staff Report (formerly ESSP)
- GWCS 2007-2008 PDE-414 Report

Student Enrollment

a) During the 2007-2008 enrollment period, more applications were submitted than we had open seats for all available grades, except grade 6. Therefore a lottery was used to fill the available slots per grade level. After all seats were offered and filled, a student waiting list was created per grade and in number order of the student's lottery draw. 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.

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

<u>Grade</u>	<u>Initial Enrollment</u>	<u>Withdrawals</u>	<u>Additions</u>	<u>Schools Transferred</u>	<u>Final Enrollment</u>
K	24	1	0	- Delaware Co.	23
1	24	1	0	- Pocono Area	23
2	25	2	0	- Roslyn SD - Phila. SD	23
3	20	0	0		20
4	23	2	0	- Delaware Co. - Roslyn SD	21
5	21	0	0		21
6	20	2	0	- North Carolina - Cyber School (PA)	18
7	18	0	0		18
8	16	0	0		16

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.

Most student transfers from Green Woods can be attributed to parents moving out of the City of Philadelphia. During the 2007-2008 school year, a total of 8 students (6 families) moved out of the City of Philadelphia. Also, 3 families, with 5 students, have moved to neighboring districts yet have chosen to keep their children at Green Woods Charter School for the 2007-2008 school year. Some students who voluntarily leave move onto 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. There were no expulsions during the 2007-2008 school year.

Due to its continuing lack of facility space, Green Woods Charter School is under-enrolled based on our original charter application of 225 students. With Board of Trustees approval, Green Woods has lowered the per-grade cap of students in each grade from 25 to 24 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 student population. An increase in student enrollment would increase our budget and allow us to expand our program, and provide compensation for our staff comparative to suburban public schools.

Student Enrollment - Attachments

- GWCS Admin_App Process_1.pdf
- GWCS Admin_App Process_2.pdf

Transportation

Students of GWCS are provided transportation by The Philadelphia School District for students in Grades 1 through 8. As transportation by bus is not provided by the School District of Philadelphia for any kindergarten students, GWCS kindergartners are driven to school by parents or by other adults designated by parents and/or guardians. If an accommodation is indicated in an IEP, GWCS complied with that accommodation.

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 2007-2008, 12 students were involved in 14 suspension incidents. No students were expelled.

Student Conduct - Attachments

- GWCS Parent/Student Handbook
- GWCS School Violence Report

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

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
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Chief Executive Officer	Date
--------------------------------	-------------

2008 - 2009 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 Academic Director/CEO

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

Signature Page

Signature Page - Attachments

- GWCS 2007-2008 Annual Report Assurance Page
- GWCS signature page