
Pennsylvania Department of Education



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

Charter Annual Report
Thursday, February 10, 2011
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Southwest Leadership Academy CS

Date of Local Chartering School Board/PDE Approval: October 2007

Length of Charter: 5 years **Opening Date:** September 5, 2007

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

Percentage of Certified Staff: 89% **Total Instructional Staff:** 19

Student/Teacher Ratio: 1 to 26 **Student Waiting List:** 155

Attendance Rate/Percentage: 94%

Summary Data Part II

Enrollment: 305 Per Pupil Subsidy: \$8,184.00

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	.05% Asian
Black (Non-Hispanic):	98.5% Black
Hispanic:	.05%
White (Non-Hispanic):	.05
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
78%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 34

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	N/A	N/A	180	180	N/A	N/A	180
Instructional Hours	N/A	N/A	1252	1252	N/A	N/A	1252

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Southwest Leadership Academy Charter School (SLACS) is open for admission to students across Philadelphia; our student population consists primarily of students who lived in the Southwest area of the city but many of the families have been relocated through the housing authority. SLACS began its academic operation serving students in grades K-3 in September 2007 and will add on one grade in each successive year until reaching grade 8. With this plan, SLACS will have a full K-8 program in 2012. Our first year student enrollment was 208. As we increase, we anticipate a student population of 460 in our 5th year. Our student population is comprised of students that are African-American, Asian, families from Africa and other countries, Hispanic and a caucasian student. SLACS is a School-wide Title I school with over 70% of our students receiving free and reduce lunch.

Mission

The mission of the Southwest Leadership Academy Charter School (SLACS) is to foster the next generation of community leaders by providing a unique and innovative educational program that offers rigorous academics and leadership development to provide hope, excitement, and changed life outcomes to elementary and middle school students in Southwest Philadelphia.

Through highly trained and motivated teachers, our students will receive a standards-based, research-proven curriculum focusing on core subjects that will create a strong foundation for life-

long learning. All students will be inspired to achieve and their progress will be closely monitored with various forms of assessment at each level.

SLACS intends to educate and encourage our students by showing them their innate importance and possibility through leadership and character development, service-learning, civic engagement, moral skill building, and career education. Additionally, our single-sex instructional model ensures that each child is able to disengage from traditional social pressures and focus on personal and academic development.

Recognizing that the future of our community is dependent upon the development of our youth, the vision of SLACS is to build leaders one child at a time by changing their definition of reality. These young leaders will become the vehicle to complete community rejuvenation. SLACS will bestow upon our students the leadership skills and academic proficiencies needed to lead themselves out of their current reality and positively impact Southwest Philadelphia, thereby beginning the permanent transformation of the community

Vision

The vision of SLACS is to build leaders one child at a time by changing their definition of reality. This change will allow our students to believe in their importance, know their potential, and seize their opportunities, which are fundamental concepts of leadership. Through the transformation of our students, many of whom may be from Southwest Philadelphia, SLACS ultimately aims to transform the Southwest community by bringing leadership, integrity, courage, concern and scholarship back into the community.

SLACS will complete this transformation through a superior-performing elementary and middle school that has high expectations for every child and that challenges each child to surpass all Pennsylvania performance standards. Within our program, we aim to provide a well-rounded education that uses leadership and character development to promote excellence in all areas: cognitive, social, emotional, and moral. Children will not only excel academically, but also will discover leadership skills, a commitment to the community, self-discipline, self-reliance, and their own inherent importance. With this knowledge, our students will have received the support and guidance they need to become productive and responsible citizens. We aim to transform each child so that SLACS will ultimately serve as a catalyst for community revitalization in Southwest Philadelphia.

Shared Values

Shared Values

The Southwest Leadership Academy Charter School is committed to the success of our students. We are aware of the many challenges our students face that plague our community. Reality to the children of Southwest is crime, poverty, and a lack of education and hope which has led to a cycle of despair and apathy. Southwest Philadelphia is starving for a re-birth and is in dire need of institutions that will help its children overcome these serious challenges. SLACS is an educational program that addresses overall the lack of proficiency in reading, writing, mathematics, and science and the lack of leadership and character development. SLACS will change the above definition of reality for our students and instill hope, excitement and possibility. Ultimately, we believe that SLACS will be a high-performing school that provides our students a strong educational foundation along with the personal development to become leaders, productive citizens and positive influences on the Southwest Philadelphia community.

SLACS Shared Values

- Every child is a leader waiting to be fostered.
- Every child is capable of high academic achievement.
- Every child can positively impact and contribute to the school and community.
- A collaborative learning environment with teachers, parents, and school staff is integral to every child's education.
- Inclusiveness and an appreciation for both our own and other cultures strengthen the learning process
- Every child needs a positive and hopeful definition of reality in order to succeed.

Academic Standards

In an effort to accomplish our mission of producing students who meet or exceed each of the Pennsylvania academic standards across all curriculum areas, Southwest Leadership Academy Charter School's curriculum focuses on the basic four subject areas of English-Language Arts, mathematics, social studies, and science. Another crucial daily element of the curriculum is on leadership and character development. Please find below a discussion of the school's curriculum components.

Grades	English Language Arts	Mathematics	Science	Social Studies	Leadership / Character Development	Electives
K-5	Balanced Literacy:	Everyday Math	McGraw Hill Core Science	Core Knowledge sequence tailored to Pennsylvania standards	Core Virtues	Arts Education
	Scott Foresman Reading				Heroes	World Languages
					Leader of the Week	Technology
	Write Source and Step Up To Writing				Cultural Awareness	Health, Safety & Physical Education
	Grade-level trade books & classroom libraries				Service-Learning	

Development, supervision and continual assessment of the educational program occurs at multiple levels. Student assessment is done using 4-sight/Benchmark System, state assessments and standardized tests, DRA and DIBELS to evaluate instructional outcomes and strategies on a student-by-student basis. It occurs at the classroom level, where teachers work together and with the Mentor's and Masters to assess class-level performance and teaching strategies. Methods used to conduct these assessments include grade-group meetings, principal observations of teacher performance, periodic conferences between the principal and the teachers, goal-setting conferences between the principal and teachers and, a professional development committee to determine certain teacher training needs. And finally, it occurs at the school level, in which the principal and teachers are joined by the Victory Schools' instructional staff to assess the overall impact of the educational program. A wide variety of data will be employed to examine each desired student outcome and to implement any necessary adjustments or interventions in order to ensure continuous improvement of the educational program.

The school used varied and innovative teaching methods that met the academic needs of all children. Teaching methods were deployed according to what is appropriate for students' learning styles. The teaching methods include differentiated instruction, cooperative learning, project-based learning, single-sex instruction and extended day.

Differentiated Instruction

Because students learn in different ways, our teachers are given the necessary tools to assess the appropriate method for given situations by examining readiness, interest and learning style of students along with past performance data. To meet student needs, teachers implement a variety of scenarios such as grouping students by interest, activities at different levels of complexity, whole group instruction, or one-on-one instruction utilizing the paraprofessional.

Cooperative Learning

As an additional strategy, teachers support a cooperative learning classroom. In this environment, students work in teams of different ability levels and all team members are responsible for the learning of the group. This method places accountability on the teams, rather than an individual student, and so helps students work together effectively. Additionally, it promotes the core virtues of awareness, understanding and diligence

Project-based learning

The curriculum of the school provides many opportunities for students to participate in project based learning. Students in project-based classrooms attempt to complete 'real life' and/or 'simulated' projects that use work-based and/or life-based experiences as the basis for classroom activities. As previously mentioned, teachers implement at least one project-based activities for each grade-level with two large required service learning projects in grades 4 and 8. Project based learning offers learners' totally-integrated work and learning experiences developed specifically around the completion of projects that produce tangible results.

Students complete projects, and by doing so they effectively learn to think critically, analyze information, communicate ideas, make logical arguments, work as part of a team, and take a greater level of responsibility for their own learning.

Single-sex Instruction

Our school has divided students into all-boys and all-girls classes, as permissible by actual student enrollment and funding levels. Victory Schools currently utilizes single-sex instruction in several of its Philadelphia partnership schools, including Pepper Middle School, Rhodes High School and FitzSimons High School, with very positive academic and behavioral results.

Single-sex schools have long been considered standard practice for elite private schools in the United States. Research on single-sex schools strongly indicates that single-sex programs transform the climate of even the most disruptive learning environments. Single-sex instruction releases students from traditional social pressures and allows them to focus on academic excellence.

Practitioners and researchers of single-sex instruction have documented the strong advantages of its approach. "There's a camaraderie, if you will, that prevails in single-gendered schools that's different," writes Ann Rubinstein, the founder of the successful Young Women's Leadership School in Harlem. "For a lot of girls, it builds confidence and leadership..." Rubinstein goes on to say, "giving girls time and space to take advanced math and science classes without the social pressure of male classmates makes all the difference." Dr. Rosemary Salomone, a professor and researcher from St. John's University, echoes this testimonial. Dr. Salomone remarks that "research indicates students in single-sex schools are more likely to defy gender stereotypes, with women pursuing advanced studies in the natural sciences and men pursuing advanced humanities subjects."

There is a wide and rapidly growing body of evidence to support the efficacy of single-sex learning environments. Two of the many studies include 1) "Single-Sex Education: Ready for Prime Time?," Leonard Sax, M.D. August 2002, and 2) "Escaping Stereotypes: Educational Attitudes of Male Alumni of Single-Sex and Coed Schools," Abigail Norfleet James and Herbert C. Richardes. *Psychology of Men & Masculinity* 2003, Vol 4, No.2, 136-148. An excellent repository of clinical research on single-sex education can be found online at: www.singlesexschools.org.

Teachers are fully supported in their delivery of single-sex instruction and are provided with staff development that exposes them to the differing developmental processes and learning styles of boys and girls and teaches them how to effectively implement classroom and instructional strategies that best address each gender.

Extended School Day

The goal of the daily schedule is to devote significant time blocks to reflect our educational mission of emphasizing reading, math, science, and social studies, and to allocate adequate instructional time for each subject area so that students can meet and/or exceed the Pennsylvania learning standards. Victory's charter schools currently utilize an extended day model with very positive results and wide support among staff, parents and students.

As shown below, the school proposes an extended school day to ensure sufficient time for properly implementing its educational program. The duration of the school day is 8 hours as compared to the typical public school day of 7 hours. This represents an increase in the school day of approximately 15%. School begins at 8:00am and end at 4:00pm, as allowable by facility and other constraints.

Extended Day Schedule (Grades K-4)			
Program Component	Daily Time Allocation	Weekly	Time
Breakfast			
Attendance	10 minutes	N/A	8:00am — 8:10am
Morning Meeting	20 minutes	100 minutes	8:10am — 8:30am
English Language Arts	150 minutes	750 minutes	8:30am — 11:00am
Lunch/Recess	45 minutes	N/A	11:00am — 11:45am
Mathematics	90 minutes	450 minutes	11:45am — 1:15pm
Science	60 minutes	275 minutes	1:15pm — 2:15 pm
Social Studies	45 minutes	225 minutes	2:15pm — 3:00pm
Art/Technology/PE	45 minutes		3:00pm — 3:45pm
Closing Routines/Dismissal	15 minutes	N/A	3:45pm — 4:00pm
Extended Day Total	480 minutes/ 8 hours		

In order to build a strong literacy foundation and to fully explore literature, writing, and cross-cultural learning experiences, 90 minutes each day is allocated for English language arts. For mathematics, the school set aside 90 minutes daily so that there is sufficient time to concentrate on basic skills and higher order mathematical thinking skills. In an effort to provide meaningful learning experiences in science, 60 minutes daily is allocated to conduct experiments and deep exploration. In social studies, the school devotes 45 minutes daily. Art/Technology/PE are provided for 2 45min. periods a week.

Strengths and Challenges

Southwest Leadership Academy Charter School is a high-performing school that provides our students with a strong educational foundation along with the personal development to become leaders, productive citizens, and positive influences on the Southwest Philadelphia community. In the efforts to fulfill our mission, there are many components in place. SLACS has a partnership with Victory Schools, an Education Management Organization which manages SLACS's curriculum/instruction and school operations. The Victory team is comprised of senior educators with decades of experience in school start-up, curriculum development, and professional development along with experienced business professionals versed in finance, school-based budgeting, and human resources. In addition to Victory Schools, SLACS has a partnership with Teacher Advancement Program, Philadelphia which provides ongoing professional Development and teacher evaluation protocol. TAP Philly is comprised of senior educators with decades of experience in school improvement, professional development along with national support from National Institute of Excellence in Teaching.

SLACS Board of Trustees has strong ties to the community. They have partnerships with a

number of respected community-based institutions and leaders that provide services and support to the Southwest community. SLACS promotes parent involvement in school development and governance. Our parents were involved from the beginning of development. They volunteered in student recruitment, fieldtrips and fundraisers. The parents lead the SLACS Home and School Association. With strong support and commitment from SLACS Home and School involvement, our entire school and community were exposed to a variety of educational trips and activities throughout the year.

Our educational program includes multiple features which we believe will continue to establish SLACS as a high-quality, high-performing leadership institution. The school provides scientifically research-proven, standards-based educational programs with an emphasis on leadership and character development. The school program is designed as a collaborative and personalized learning community for all students instituting single-sex instruction, an extended day and focusing on core content and critical thinking skills in literacy (ELA), math, science, and social studies. Students are provided with significant enrichment opportunities in the areas of the arts, technology, career development and occupational studies. More specifically, SLACS will continue to provide a superior educational experience to its students through the following 5 areas:

Leadership and Character Development

Leadership at SLACS is brought about in numerous ways such as a Core Virtues present through morning circle, Student Ambassadors are selected from 3rd grade on up that Represent their class and the school. A Safety patrol of students also from grades 3-5 help to foster responsibility, leadership and community service to the school. Leadership is embedded into the school day and academic curriculum through activities such as: inspiration and education through the example of heroes during social studies, reading and discussing stories with moral themes in ELA, reviewing fairness and cooperation when playing games in math, and electing one student to lead an activity in physical education class. Through these activities, students are fulfilling learning expectations such as responsible behaviors, good citizenship, developing a positive self image, defining the characteristics of leaders, enhancing and applying decision-making skills, and examining the needs and concerns of others.

Academic rigor and high expectations for all students

The school employs standards-based and research-proven curriculum, with particular emphasis on the core subject areas of English Language Arts, mathematics, science and social studies. The school implements instructional best practices, and variety of assessments to measure on-going student progress in skills and content learning, and will continue to support teachers with professional development opportunities that are aligned to the instructional program. SLACS's emphasis on core subjects will continue to give students a strong academic foundation that will allow them to become critical thinkers and life-long learners.

An emphasis in service-learning and civic engagement

While it is critical that students receive classroom-based teachings on character and leadership, SLACS believes that an equally important piece is to put those lessons into action outside the classroom. These real-life experiences connect our students with their communities through service-learning and community service. In-class teachings are reinforced through the opportunity to make actual choices outside the classroom.

Supportive, collaborative, and personalized learning communities

The school will continue to establish a culture of collaboration, in which school staff, parents and teachers are engaged in the education of all students. An emphasis on safety and an orderly

environment, supported by a strong and consistently enforced Student Code of Conduct, that will ensure teaching and learning is the central activity of the school. The personalized learning community is supported through small class sizes, small grade sizes, and a small overall school size for a K-7 program. Our small school size not only encourages personalized attention from teachers, but it also creates a community in which students develop relationships with faculty.

Single-sex instruction: boys and girls are taught in separate classrooms

Due to the differing learning styles of boys and girls, classrooms are aligned by gender, to ensure that students receive a personalized education from well-trained instructors, and that student behavioral issues are minimized.

As we move forward in our mission to develop leaders through our unique and innovative educational curriculum and programs. Our primary concern is increasing student academic performance while exposure to explorations that will broaden their horizons. Another focus of the school is meeting the necessary staff certification requirements mandated by the state to meet the No Child Left Behind legislation. In our second year, we were able to meet the requirements. It will be a constant challenge for our school since the requirement is 100% by December 2008. We are determined to increase the percentage and levels of certification for our staff. This year our parent participation was excellent. Continued parent involvement is a concentration for our school. This year our school participated in the Teacher Advancement Program and will continue to implement the program for the 2009-2010 school year. This program provides instructional support to teachers that will ultimately promote student achievement.

As we grow towards middle school we are researching curricular that will take our students into the fields that they will be successful and prepared going into the next 20 years of employment and education. Refining our curriculum to align with the SAS that we are member of Cohort I is our goal for the next 3 years in each curricular area.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

To ensure higher levels of student achievement and to accomplish the mission of producing students who exceed the Pennsylvania learning standards, we implemented a professional development program that has three parts: 1) pre-service training, 2) in-service training and coaching, and 3) continuous professional development opportunities.

1. Pre-Service Training

Pre-service training is to prepare all staff for the new school year and to induct new professionals. Our first pre-service training begins each August. The focus is to develop teachers' knowledge in content areas and train staff on how to create a positive learning environment. Non-teaching staff receive job specific training. Teachers receive training in classroom management techniques, instructional strategies, the Pennsylvania learning standards, single-sex teaching strategies, leadership and character education, project-based learning, student data analysis, and standards-based instruction, among others. Professional Development Goals for Pre-Service Training include:

- Mission, vision, and goals
- Core Curriculum training in subjects such as ELA, math, and science, social studies

- Using Core Virtues and the Morning Circle to build character
- Embedding Character and Leadership into academic subjects and project-based learning
- Classroom management and academic intervention
- Parent and community involvement
- Grade groups long range planning and goal setting
- Data Driven Decision making and TAP Cluster Training

In subsequent years, new teachers and staff will receive the initial year program and returning staff will receive professional development based on the needs of the school. Returning teachers will still meet in grade groups for long range planning and goal setting using Standards Aligned System, (SAS). Our planning committee will discuss professional development needs throughout the school year using rubrics from observations and teacher input. These findings will determine part of the professional development offerings for the following summer and throughout the year.

2. In-Service Training and Ongoing Coaching.

In addition to pre-service training, the school receives on-going coaching through the TAP program. Ongoing coaching is provided by our Master and Mentor teachers. Each week teachers attend cluster meetings where they receive student centered strategies to implement into their classroom. Following each cluster meeting teachers receive coaching follow-up as it relates to the professional development that they receive during cluster meetings. In addition to in house coaching and professional development, Victory Schools provided in-service training done by Victory's experienced curriculum trainers through weekly grade meetings analyzing student achievement data and modeling classroom instruction. In addition, the principal met with coaching staff weekly and teachers daily to reinforce strategies, monitor, and provided extra support in classrooms to improve instructional practices for teachers and academic achievement for all students.

3. Continuous Professional Development Opportunities

SLACS values all school personnel as professionals and created an environment that supports the career development of each individual. Our personnel receive support, tools, and resources to accomplish the school's mission of exceeding the Pennsylvania learning standards. The Teacher Advancement Program provided monthly leadership team and master teacher meetings to prepare the staff for the implementation of instructional strategies as well as student strategies. Victory's curriculum trainers and senior educators, supplemented by consultant specialists, provided some specific training in content areas, teaching methods, assessment analysis, and on-site coaching throughout the school year to ensure overall school success. Victory also provided training to the business service manager. In addition staff attend trainings provided by Department of Education in Science and special education as well as the new SAS system as part of Cohort I.

The goal of the professional development program is to provide administrators, teachers, and staff with the knowledge and tools needed to effectively teach all students. Teacher training in content and the learning environment reflect the needs of school. SLACS will continue to provide professional development for growth development for all school personnel.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Allen, Mark	SLACS	Business Representative	Board
Briggs, Allison	SLACS	Elementary School Teacher	Principal
Conboy, Robin	Principal	Administrator	Board
Maddox, Stephanie	MACCS	Ed Specialist - School Nurse	Principal
McCurdy, Elizabeth	SLACS	Elementary School Teacher	Principal
McKinney, Christopher	SLACS	Special Education Teacher	Principal
Meade, Joseph	Community Representative	Board Member	Board
Moore, Hanif	Community Representative	Business Representative	Board
Paulette Royster	SLACS	Administrator	Board
Wright, Jess-ann	SLACS	Parent	Principal

Goals, Strategies and Activities

Goal: Equitable Access to Technology

Description: We will provide students with equal opportunity to access, evaluate, synthesize and communicate information in all formats; thus ensuring that students will attain educational technology and information literacy skills.

Strategy: Equitable Access to Technology

Description: Students will attend technology lab five times a week. Students have access to three computers in every classroom connected to the Internet

Activity: Students will use word processing software to compose a report

Description: Students write letters, stories, and poetry and create file, which will be transferred to PC's for revision, formatting, and inclusion into larger projects.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/13/2010 Finish: Ongoing	\$300.00
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Status: Not Started — Overdue

Activity: Spreadsheets

Description: Students will design and construct a simple spreadsheet and use it to interpret information

Person Responsible Timeline for Implementation Resources

Conboy, Robin	Start: 9/13/2010 Finish: Ongoing	\$3,000.00
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Status: Not Started — Overdue

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Teacher Advancement Program (TAP) model

Description: Participation in the PEPS (Promoting Excellence in Philadelphia Schools) program utilizing the Teacher Advancement Program (TAP) model

Activity: Instructional Strategies

Description: Master teacher (released full-time) and Mentor teachers (released part-time) assist teachers by frequently observing and evaluating (using a research proven rubric) teachers' instructional practices, modeling "promising" instructional strategies, and suggesting alternative instructional strategies; Master and Mentor teachers facilitate weekly cluster meetings with teaching staff to discuss/determine the effectiveness of current instructional strategies and introduce and/or review additional teaching strategies to continuously improve student learning and achievement in each content area

Person Responsible	Timeline for Implementation	Resources
McCurdy, Elizabeth	Start: 9/13/2010 Finish: 6/30/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	59	18

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
TAP (Teacher Advancement Program) model under the PEPS (Promoting Excellence in Philadelphia Schools) program; Victory Schools	<ul style="list-style-type: none"> • School Entity • Individual • Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Teachers seldom have time to learn new techniques and strategies that would help them become better teachers. Also, few teachers get the chance to collaborate with each other or to learn from those with more experience.</p> <p>TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with other teachers, so they can constantly improve the quality of their instruction and hence, increase their students' academic achievement. This collaborative time allows teachers to learn new instructional strategies and have greater opportunity to become more effective teachers.</p> <p>Ongoing Applied Professional Growth in TAP schools focuses on identified needs based on instructional issues that specific teachers face with specific students. Teachers use data to target these areas of need, instead of trying to implement the latest fad in professional development.</p>	<p>TAP was developed in 1998 and refined over the years based upon scientific research and supported by expert practice in the field. The four TAP elements are based on needs that emerged from research findings focusing on attracting, developing, motivating and retaining the highest quality teachers to the profession. The core aspects of TAP are also consistent with best practices in business and industry focusing on strategies to develop and motivate employees.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: Not Started — Overdue

Strategy: Student Data

Description: Analyze and monitor individual student data/achievement from multiple assessments (formative, interim, and summative) to guide, improve, and focus teacher's instructional strategies and interventions

Activity: Grade Group and SAT (Student Assistance Team) meetings

Description: Weekly grade group meetings to analyze student data; As a grade and/or content area, develop targeted instructional strategies and/or interventions to improve student academic achievement

Person Responsible	Timeline for Implementation	Resources
Conboy, Robin	Start: 9/13/2010 Finish: 6/30/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	26	28
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Southwest Leadership Academy Charter School	<ul style="list-style-type: none"> School Entity Intermediate Unit Individual 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Improved instructional strategies, techniques, and interventions; improved data analysis skills; self-reflection; improved content knowledge	Over the last 15 years, researchers have demonstrated the powerful effects that teachers can have on increasing student achievement. However, distilling how teachers influence learning is much more difficult if teacher, school and student data systems are not linked. Connecting student information with teacher preparation, instructional practices, professional development and working conditions is essential to understanding how and why teachers are able to improve student outcomes.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities Evaluation Methods

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

Status: In Progress — Upcoming

Date	Comment
7/23/2009	Weekly grade group meetings took place during the school year; as a grade and /or content areas to analyze student data. Data collection encompassed; 4sight(3rd and 4th grades), Dibels, Unit assessments, DRA along with teacher assessments.

Goal: READING

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

Strategy: Student Data

Description: Analyze and monitor individual student data/achievement from multiple assessments (formative, interim, and summative) to guide, improve, and focus teacher's instructional strategies and interventions

Activity: Grade Group and SAT (Student Assistance Team) meetings

Description: Weekly grade group meetings to analyze student data; As a grade and/or content area, develop targeted instructional strategies and/or interventions to improve student academic achievement

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/3/2008 Finish: 6/19/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	26	18
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
SLA Master and Mentor teachers, SLA Administration (Executive Director and Assistant	<ul style="list-style-type: none"> • School Entity • Individual • Company 	Approved

Principal), Victory Schools
Curriculum and Instruction
Specialists

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Improved instructional strategies, techniques, and interventions; improved data analysis skills; self-reflection	Over the last 15 years, researchers have demonstrated the powerful effects that teachers can have on increasing student achievement. However, distilling how teachers influence learning is much more difficult if teacher, school and student data systems are not linked. Connecting student information with teacher preparation, instructional practices, professional development and working conditions is essential to understanding how and why teachers are able to improve student outcomes.	<p data-bbox="1000 342 1373 428"><i>For classroom teachers, school counselors and education specialists:</i></p> <ul data-bbox="1049 474 1382 1079" style="list-style-type: none"><li data-bbox="1049 474 1357 646">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.<li data-bbox="1049 657 1382 863">• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.<li data-bbox="1049 873 1382 1079">• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
		<p data-bbox="1000 1125 1349 1236"><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul data-bbox="1049 1283 1382 1892" style="list-style-type: none"><li data-bbox="1049 1283 1382 1734">• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.<li data-bbox="1049 1745 1382 1856">• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.<li data-bbox="1049 1866 1341 1892">• Empowers leaders to

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening

Follow-up Activities Evaluation Methods

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

Date Comment

7/2/2010 Meeting with grade groups is essential for planning and drilling down on data.

Strategy: Teacher Advancement Program (TAP) model

Description: Participation in the PEPS (Promoting Excellence in Philadelphia Schools) program utilizing the Teacher Advancement Program (TAP) model

Activity: Instructional Strategies

Description: Master teachers (released full-time) and Mentor teachers (released part-time) assist teachers by frequently observing and evaluating (using a research proven rubric) teachers' instructional practices, modeling "promising" instructional strategies, and suggesting alternative instructional strategies; Master and Mentor teachers facilitate weekly cluster meetings with teaching staff to discuss/determine the effectiveness of current instructional strategies and introduce and/or review additional teaching strategies to continuously improve student learning and achievement in each content area.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/13/2010 Finish: 6/30/2012	\$23,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	26	28
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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TAP (Teacher Advancement Program) model under the PEPS (Promoting Excellence in Philadelphia Schools) program; Victory Schools	<ul style="list-style-type: none"> • School Entity • Intermediate Unit • Individual 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Teachers seldom have time to learn new techniques and strategies that would help them become better teachers. Also, few teachers get the chance to collaborate with each other or to learn from those with more experience.</p> <p>TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with other teachers, so they can constantly improve the quality of their instruction and hence, increase their students' academic achievement. This collaborative time allows teachers to learn new instructional strategies and have greater opportunity to become more effective teachers.</p>	<p>TAP was developed in 1998 and refined over the years based upon scientific research and supported by expert practice in the field. The four TAP elements are based on needs that emerged from research findings focusing on attracting, developing, motivating and retaining the highest quality teachers to the profession. The core aspects of TAP are also consistent with best practices in business and industry focusing on strategies to develop and motivate employees.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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Ongoing Applied Professional Growth in TAP schools

For school and district

focuses on identified needs based on instructional issues that specific teachers face with specific students. Teachers use data to target these areas of need, instead of trying to implement the latest fad in professional development.

administrators, and other educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA |
|---|---|

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

Status: Not Started — Overdue

Goal: Responsible Use of Technology

Description: Southwest Leadership Charter School will provide every opportunity for students to practice responsible use of information, software and technology systems; while ensuring that students understand the ethical, cultural, and societal issues related to technology.

Strategy: Responsible Use of Technology

Description: Southwest Leadership Charter School will provide every opportunity for students to practice responsible use of information, software and technology systems; while ensuring that students understand the ethical, cultural, and societal issues related to technology.

Activity: Cyber Bullying

Description: Students will create a Power Point or video presentation describing situations of cyber bullying and demonstrating acceptable behavioral resolutions

Person Responsible Timeline for Implementation Resources

McCurdy, Elizabeth	Start: 9/13/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Technology Professional Development

Description: Southwest Leadership Academy will offer ongoing staff development in technology and training opportunities for faculty and staff to enhance student achievement.

Strategy: Learning designs using technology

Description: Teachers and administrators will be able to plan and design effective learning environments and experiences supported by technology

Activity: Using technology in the classroom

Description: Teachers and administrators will be able to plan and design effective learning environments and experiences supported by technology

Person Responsible	Timeline for Implementation	Resources
Allen, Mark	Start: 8/23/2010 Finish: 6/30/2012	\$7,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	4	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Southwest Leadership Academy Charter School	<ul style="list-style-type: none"> • School Entity • Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will be able to utilize technology in their classroom to track student progress, attendance and performances. Staff will also be able to enhance their lessons with skill support for students in reading, math, science and writing.	Best practices is that students are supported in the use of technology in order to compete globally. Providing structured, deliberate sessions that involve skills being taught as well as engaging students in higher order thinking is essential to their success.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to

analyze and use data in instructional decision-making.

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

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

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

- | | |
|---|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA |
|---|---|

- peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Statement of Quality Assurance - Attachments

- AYP status '10
- Getting Results 2010-2011

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize?

Summary of Curriculum Offerings

In an effort to accomplish our mission of producing students who meet or exceed each of the Pennsylvania academic standards across all curriculum areas, SLACS's curriculum focuses on the basic four subject areas of English-Language Arts, mathematics, social studies, and science. Another crucial daily element of the curriculum focuses on leadership and character development.

Grades	English Language Arts	Mathematics	Science	Social Studies	Leadership /Character Development	Electives
K-4	Balanced Literacy: •? Scott	•??? Everyday Math	•??? McGraw Hill Science	•? Core Knowledge sequence tailored to	•? Core Virtues •? Heroes	•? Arts Education •? World

	Foresman Reading ●? Write Source ●? Grade-level trade books & classroom libraries			Pennsylvania standards ●? Leader of the Week ●? Cultural Awareness ●? Service-Learning	Languages ●? Technology ●? Health, Safety & Physical Education
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Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements? How is the curriculum organized to meet the developmental and academic needs of students? How does the charter school promote in-depth and inquiry-based teaching and learning?

English-Language Arts (ELA)

The high-level SLA literacy guide is a Balanced Literacy curriculum that emphasizes the paramount importance of reading and writing, which is supported not only during ELA class time, but in every subject and in every grade. Balanced literacy incorporates many components proven for developing strong readers, such as independent and shared reading and writing experiences, read aloud, and explicit instruction of phonemic awareness, phonics, spelling and word study. These tools and teaching methods of balanced literacy are utilized within all of the ELA programs implemented at SLACS.

In order to accomplish our mission of producing students who exceed the Pennsylvania academic standards, SLA uses scientifically research-proven educational programs that are aligned with State learning standards. The ELA curriculum focuses on teaching the fundamentals of reading, writing, listening, and speaking. It is comprised of five primary elements: 1) 150 minutes of instruction for grades K-5 and 125 minutes of instruction for grades 6-8: 2) Scott Foresman Reading program, 3) Great Source Writing Program and writers workshop as modeled by the National Writing Project, 4) grade-level trade books and classroom libraries with authentic literature, and 5) unit and end of year assessments.

Scott Foresman Reading

The main reading component of the ELA curriculum from K-6 is Scott Foresman Reading. This scientifically research-proven program is linked to the U.S. Department of Education Reading First initiative and aligned with Pennsylvania learning standards. The program provides explicit instruction and ample practice and consists of the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The curriculum provides phonological skills with a sequence of phonemic awareness activities that allow children to hear, identify and

manipulate individual phonemes in spoken words. The curriculum uses a rich array of reading materials to supplement the core reading program, such as authentic text (not textbooks), word walls, independent reading, author studies, genre studies, graphic organizers, the writing process and writing portfolios. To inform instruction, the school administers the program's research-based assessment, which helps teachers focus instruction on children's needs. In addition, teachers receive professional development training in each of the five components to support classroom instruction.

Write Source

The main writing component of the ELA curriculum is the Great Source Write Source series. Students in all grades receive specific instruction on writing during the literacy block and are exposed to writing opportunities across the curriculum. Students learn about the process of writing: pre-writing, drafting, revising, editing, proof-reading, and publishing. In addition, the six traits of effective writing are covered, as well as grammar, spelling, and vocabulary building. Students also learn how to write expository, persuasive, descriptive, and narrative paragraphs and essays. Moreover, the program provides strategies for developing effective reading, speaking, listening, and learning skills. Finally, students have the opportunity to write in social studies, science, and math.

Grade-level Trade Books & Classroom Libraries

An important outcome of the ELA curriculum and SLACS's mission is to teach students to become critical thinkers and life-long learners. To achieve this, we have included as part of the curriculum for all students grade-level trade books and classroom libraries. Students are exposed to great works of literature and are engaged in discussing, analyzing, and debating these works. This type of learning experience helps students gain important knowledge and instills a passion for authentic literature, which will become the basis for life-long learning.

Junior Great Books

The main reading component of the ELA curriculum starting in the 7th grade is Junior Great Books. Junior Great Books is proven to help students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. The highly regarded program is most often led by teachers in classrooms with students of mixed abilities as an integral part of the regular language arts curriculum. However, it is flexible enough to focus on the needs of ESL, gifted and AP students.

Mathematics

In an effort to create a challenging learning environment with high expectations for all children, we have selected Everyday Mathematics for students in grades K-5. This program, continuously researched

and developed for over twenty years by the University of Chicago School Mathematics Project, raises expectations with respect to the amount and range of mathematics that children can learn. Everyday Math follows the NTCM national standards and is aligned with Pennsylvania State learning standards. The program develops basic skills in order to build a foundation for higher-order thinking and it emphasizes a hands-on approach that engages students with everyday problem solving. The program promotes concept mastery through a repeated-exposure approach that informally introduces topics for two years before formal study. This approach offers both consistent follow-up and a variety of experiences with the same topic. Students receive 90 minutes of instruction every day and there is extensive use of manipulative mathematical tools, numerical stories, and games. Many activities are open-ended so that each student can succeed at his or her current skill level and students are encouraged to invent and share their own mathematical procedures so that math is connected with real-life experiences and learning. Also students work individually and in cooperative groups, as deemed appropriate. The program's content strands include: 1) numeration, 2) operations and computation, 3) patterns, functions, and algebra, 4) geometry, 5) measurement and reference frames, and 6) data, chance, and probability. As with the ELA curriculum, the school administrator research-based assessments to help teachers focus instruction on children's needs. Students in 7th grade use Math in Context, a research-proven program that challenges students to discover mathematical concepts and skills through engaging problems and meaningful contexts.

Science

The SLACS Science curriculum is a research-based approach to science instruction. The science program, which is composed of units in three areas of science: Life Science, Earth Science, and Physical Science, is aligned to the Pennsylvania State Standards. SLACS uses several tools to supplement the program in order to give the student a more comprehensive experience in Science. The Macmillan/McGraw-Hill Science Textbook Series is a complete and comprehensive standards based program. The materials were developed by using concepts and content recommended by the National Science Education Content Standards and the AAAS Benchmarks for Scientific Literacy. The instructional strategy behind each lesson concept is ENGAGE, EXPLORE, EXPLAIN, EXTEND/APPLY and EVALUATE. These are researched and proven strategies for having students develop deeper understanding of science concepts. Research by the Biological Science Curriculum Studies and the National Research Council support the McGraw Hill texts, which focus on inquiry-based instruction. The Macmillan/McGraw-Hill Science program also contains research-based, criterion referenced Chapter Tests and a Performance Assessment for each unit in the

program. A comprehensive exam is also administered at the end of the school year.

Students participate in weekly experiments exploring the methods of science to solve a problem in science. Students will be able to follow these steps: observation, question, hypothesis, experiment, and conclusion. In the process the students will be able to interpret data, predict outcomes and communicates findings. Students also conduct scientific inquiries and apply scientific concepts, principles, and themes pertaining to each unit.

In addition, through the Science It's Elementary Grant teachers were provided training and students participated in hands-on science using Delta Education's Science Modules and the Full Option Science System (FOSS) packets provide the hands-on experience and investigation opportunities needed to provide students with multiple experiences to construct their own understanding, and science knowledge while applying this experience to the real world.

Social Studies

The social studies curriculum focuses on providing a strong academic foundation in the following areas: (i) History of United States and Pennsylvania, (ii) World History, (iii) Geography (local, national, and global), (iv) Economics, and (v) Civics, Citizenship, and Government (U.S. and Pennsylvania). E.D. Hirsch's Core Knowledge Sequence is the main component in teaching social studies. There is also extensive use of maps, atlases, almanacs, grade-level trade books, and primary source materials.

E.D. Hirsch's Core Knowledge is a detailed outline of specific content to be taught and is designed to build children's knowledge and skills from one year to the next. Core Knowledge is the result of research and consensus building among state education departments, professional organizations, teachers, and scholars undertaken by the Core Knowledge Foundation. Core Knowledge has been accepted for Obey-Porter Federal Funding. Victory Schools has adjusted the Core Knowledge Sequence for social studies to align with the Pennsylvania State learning standards and has developed detailed lesson plans, student activities and other instructional materials to provide content around the Core Knowledge sequence. This curriculum is currently being used in Victory's charter schools. Additionally, the curriculum is culturally relevant with chapters devoted to such topics as Africa, Central and South America, and the Harlem Renaissance.

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

The school uses varied and innovative teaching methods that meet the academic needs of all children. Teaching methods are deployed according to what is appropriate for students' learning styles and different subject matters. The teaching methods include differentiated instruction, cooperative learning, project-based learning, single-sex instruction and extended day programs.

Differentiated Instruction

Because students learn in different ways, our teachers have the necessary tools to assess the appropriate method for given situations by examining readiness, interest and learning style of students along with past performance data. To meet student needs, teachers may involve a variety of scenarios such as grouping students by interests, activities at different levels of complexity, whole group instruction, or one-on-one instruction utilizing the paraprofessional.

Cooperative Learning

SLACS teachers use a cooperative learning environment when needed. In this environment, students work in teams of different ability levels and all team members are responsible for the learning of the group. This method places accountability on the teams, rather than an individual student, and so helps students work together effectively. Additionally, it promotes the core virtues of awareness, understanding and diligence.

Project-based learning

The curriculum of the school provides many opportunities for students to participate in project based learning. Students in project-based classrooms attempt to complete 'real life' and/or 'simulated' projects that use work-based and/or life-based experiences as the basis for classroom activities. As previously mentioned, teachers will implement at least one project-based activities for each grade-level with two large required service learning projects in grades 4 and 8. Project based learning offers learners' totally-integrated work and learning experiences developed specifically around the completion of projects that produce tangible results.

Students complete projects and by doing so they effectively learn to think critically, analyze information, communicate ideas, make logical arguments and work as part of a team along with taking a greater level of responsibility for their own learning.

Single-sex Instruction

The school will divide students into all-boys and all-girls classes, as permissible by actual student enrollment and funding levels. Victory Schools currently utilizes single-sex instruction in several of its Philadelphia partnership schools, including Pepper Middle School, Rhodes High School and FitzSimons High School, with very positive academic and behavioral results.

Single-sex schools have long been considered standard practice for elite private schools in the United States. Research on single-sex schools strongly indicates that single-sex programs transform the climate of even the most disruptive learning

environments. Single-sex instruction releases students from traditional social pressures and allows them to focus on academic excellence.

Practitioners and researchers of single-sex instruction have documented the strong advantages of its approach. “There’s a camaraderie, if you will, that prevails in single-gendered schools that’s different,” writes Ann Rubinstein, the founder of the successful Young Women’s Leadership School in Harlem. “For a lot of girls, it builds confidence and leadership...”Rubinstein goes on to say, “giving girls time and space to take advanced math and science classes without the social pressure of male classmates makes all the difference.” Dr. Rosemary Salomone, a professor and researcher from St. John’s University, echoes this testimonial. Dr. Salomone remarks that “research indicates students in single-sex schools are more likely to defy gender stereotypes, with women pursuing advanced studies in the natural sciences and men pursuing advanced humanities subjects.”

There is a wide and rapidly growing body of evidence to support the efficacy of single-sex learning environments. Two of the many studies include 1) “Single-Sex Education: Ready for Prime Time?,” Leonard Sax, M.D. August 2002, and 2) “Escaping Stereotypes: Educational Attitudes of Male Alumni of Single-Sex and Coed Schools,” Abigail Norfleet James and Herbert C. Richards. *Psychology of Men & Masculinity* 2003, Vol 4, No.2, 136-148. An excellent repository of clinical research on single-sex education can be found online at: www.singlesexschools.org.

Teachers are be fully supported in their delivery of single-sex instruction and are provided with staff development that exposes them to the differing developmental processes and learning styles of boys and girls and teaches them how to effectively implement classroom and instructional strategies that best address each gender.

Extended School Day

The goal of the proposed daily schedule is devote significant time blocks to reflect our educational mission of emphasizing reading, math, science, and social studies and to allocate adequate instructional time for each subject area so that students can meet and/or exceed the Pennsylvania learning standards. Some of Victory’s charter schools currently utilize an extended day model, with very positive results and wide support among staff, parents and students.

Rigorous Instructional Program - Attachments

- SLA Professional Development Approval Letter
- Induction Program Approval Letter

English Language Learners

Southwest Leadership Academy Charter School Plan for ELL instruction as per PDE/BEC

Southwest Leadership Academy Charter School provides all required services to students who are assessed and qualify for ELL/ESOL instruction in our school according to Title 22, Chapter 4, section 4.26 of the Curriculum Regulations.

Southwest Leadership Academy Charter School services ELL/ESOL students to follow and align their ELL programs as indicated by the stated policies and procedure as stated below:

A. English for Speakers for other languages-ESOL

Our review of the ESOL program reveals that the curriculum training and placement testing is currently being administered properly, and in compliance with the SDP/ESOL policy and procedures.

1. Assessment of Incoming Students

When students enroll at Southwest Leadership Academy Charter School through an initial registration, a Language Survey is completed by the parent. If the parent indicates another language is spoken in the home other than English, the family is immediately referred to the Bilingual assistant and one of the ESOL teachers. An initial SELP (Stanford English Language Proficiency) exam is administered within one week of admissions which gives the ESOL teacher an indication of the level of proficiency the child has experienced. Based on this level (Pre-Emergent, Emergent, Basic, Intermediate, or Proficient) a level of service is determined. Once assigned to a homeroom class, the Literacy Lead Teacher performs a reading test using Direct Instruction Assessment in order to assign the students to a reading group at his/her level.

2. Current Achievement Level

Data is derived from the yearly SELP test given to all ESOL students at Southwest Leadership Academy. All percentages are gathered from the total composite scores to reflect student's level of service.

3. Ongoing Assessment

Assessment for all ESOL students is on-going. All ESOL students are included in the Direct Instruction reading program on their reading level. They are taught at their instructional reading level for one hour each day during the comprehensive literacy block. Progress is monitored through the Direct Instruction pacing guides and assessment sheets. Students may be moved to another group based on their skill level at any given time. ESOL students who are at Basic, Intermediate and Proficient level take a Benchmark Assessment every six weeks. In addition, these students take the Terra Nova, PSSA with accommodations including (but not limited to) the use of dictionaries and additional time to take the assessment.

4. Implementation of the ESOL Program

Students who receive ESOL services participate in a pull out program for a various amount of time determined by their SELP level. The time ranges from 45 to 135 minutes per day per student. During this time, the ESOL teachers utilize the ESOL Core Curriculum to increase the student's level of proficiency. Students at the Pre-Emergent, Emergent, must attend remediation at after school programs during the school week. Instruction is provided at the child's instructional reading level.

ESOL teachers meet regularly with homeroom teachers to share information, assessment levels and to provide support for the Comprehensive Literacy Block. ESOL teachers provide grades for report cards based on work done in the ESOL program and also help the teachers properly interpret and assess reading and writing skills demonstrated in the classroom.

All ESOL students have an Accelerated Learning Plan drafted and implemented by the classroom teachers. This plan contains information about the student's level at the beginning of the school year, goals for the coming school year based on curricular standards, updates throughout the school year and results from formal and informal assessments. ESOL teachers are included in the Student Assistance Team meetings SAT process.

As a result of concentration interventions, Southwest Leadership Academy has been implementing an intensive SAT process, with meetings on a bi-weekly basis. At these meetings, accountability is monitored by the information presented on Accelerated Learning Plans for each student.

5. ESOL Students with Special Needs

Students with an Individualized Educational Program attend ESOL classes daily. Accommodations are provided to our special education students by working with them in smaller groups, one on one, and tutoring by the ESOL tutors. Accommodations are provided according to the needs indicated in their IEP and conferring with the special education teacher on a regular basis. Students attend summer school enrichment programs. IEP's are updated at each report card conference and renewed on an annual basis.

6. Parental Participation

Each year parents receive an ESOL notification in the student's home language notifying them of their child's current ESOL level. ESOL student's levels are recorded on the report which students receive three times a year. ESOL teachers give students grades in listening, speaking, and give input to classroom teachers on student's grades in reading, writing, and language arts. ESOL teachers maintain an open door policy and are prepared to speak to parents at anytime.

There are currently no supporting documents selected for this section.

Graduation Requirements

We do not have a high school program.

Special Education

Southwest Leadership Academy Charter School provides annual notice to the public indicating developed policies in accordance with federal and state guidelines to insure the provision of a free appropriate public education to all school aged children, including those with disabilities

All new students are screened and assessed to determine what intervention is necessary, if any, to provide appropriate, high quality, effective instruction in the core general education curriculum. Students who are assessed and are found with low functioning academic skills or show evidence of behavior issues are referred to the Comprehensive Student Assistance Program (CSAP).

The CSAP team meets on a bi-weekly basis to discuss a response to intervention framework (RTI) that will assist the all student's and staff in providing appropriate interventions and strategies to improve student performance and/or behavior in the general educational setting. All referred students who are progress monitored and do not make sufficient progress over time may be suspected of having a disability and are referred for an initial evaluation.

All students in our special education program are included in the regular educational program to the fullest possible extent. Southwest Leadership Academy incorporates an inclusion model that

includes full access to the core, utilizing co-teaching with supplemental resource support for those students who require more intensive remediation to overcome identified skill deficits as indicated in the students Individualized Educational Program (IEP).

Special Education - Attachment

- Special Education Policy and Procedure Manual

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Christopher McKinney	.25	Emotional Support	Southwest Leadership Academy	3	K - 5 inclusion model
Jessica Parsons	100	Learning Support	Southwest Leadership Academy	15	K-5 inclusion model
Christopher McKinney	.75	Learning Support	Southwest Leadership Academy Charter School	7	K-5 inclusion model

Special Education Program Profile - Chart II

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

Special Education Program Profile - Chart III

Title	Location	FTE
N/A	N/A	N/A

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Karen Askew	Speech Therapist (Therapy Solutions)	5hr./week
Umar Abdullah -Johnson	School Psychologist	1hr./week
Courtney Barrett	Occupational Therapy (Therapy Solutions)	2 hr./week
James Alexander	Victory Schools Director of Special Education	3hr./week
Carson Valley	Emotional Health Support/Counseling	40hrs./week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Predictive Test through SDP	No	Yes	Yes	No	No	No
Dibels	Yes	Yes	Yes	No	No	No
DRA	Yes	Yes	Yes	Yes	Yes	Yes
4-Sight Bench Mark Testing	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
N/A	No						

Student Assessment

a) This was our Third year of operation and our 3rd through 5th graders were the only students who participated in the PSSAs. SLACS students did make AYP during the 2008- 2009 PSSA exam. The number of new teachers has increased significantly this year.

Our strategic plan employs a data-driven decision- making approach to implement all key strategies that impact student achievement and behavior. We are utilizing data at the school level, the classroom level and the student level to identify strengths and weakness, and areas for intervention. We use multiple measures to assess our student achievement that are aligned to the PA standards. Assessments that used include: Victory's Interim assessments (ELA and Math assessments), Foresight Assessments formative and benchmark assessments (4 times a year), as well as diagnostic and unit tests (provided by curriculum publishers to provide more continual intra-year assessment). The assessment results provide current and relevant data that allowed us to continually monitor the progress of our students, adjust instruction and provide interventions where needed. We additionally incorporated an intervention period within the school day to provide intensive skill intervention for students in standards areas.

b) This school year our teachers were provided on-going extensive professional development in areas of instruction through TAP, a comprehensive, research-driven reform model that improves teacher instruction that promotes student achievement. The most important factor is student achievement; therefore, our teachers were provided with researched- based instructional practices that were translated to our students to become proficient and advanced academically and ultimately leaders.

See Attachments

Student Assessment - Attachment

- 2009-2010 Comparison Chart PSSA

Teacher Evaluation

Teacher Evaluation

a) List the main features of the school's teacher evaluation plan.

In addition to each teacher being evaluated using the PDE 426 forms, SLACS can only accomplish its goals and vision by hiring, training, supporting and retaining outstanding teachers. Our additional and on-going assessment system, TAP, is designed to help us in this process by enabling improvement among teachers individually and as a whole. Through Master, Mentors and Administrators coaching in post conferences, teachers have the opportunity to grow in their instructional practice. It is also designed to recognize and reward teachers for quality work that results in high student achievement, thereby displaying and encouraging a high standard of excellence.

The Goals

The specific goals of our teacher assessment system are to:

- Clearly define the competencies of a great teacher
- Provide professional goals for all teachers
- Enable better self-reflection and continuous improvement
- Identify and provide professional development for specific teacher needs
- Facilitate career planning
- Identify master teachers who can share best practices
- Reinforce the mission and philosophy of the school
- Improve communication among all parties

The Methodology

Since the work of teachers is complex and multi-faceted, the measurement of that work is notoriously difficult to measure. However, at our school, we believe that we must try to gauge our teachers' performance and can do so by taking into account a variety of factors. In our measurement, we include both objective indicators, like student diagnostic test grades, interim assessments and standardized test scores. We also include more subjective measures, like in-class observation completed by members of the Leadership Team. To reflect team work and professionalism, teachers are observed by the master teacher (fully released), mentor teachers (partially released), and administrators. Finally, we take into account student retention, and student and teacher attendance and punctuality.

Members of the Leadership Team meet with the teachers after each observation to discuss areas of refinement and reinforcement. Towards the end of the year the leadership team completes a responsibility survey for all of the teachers based on the completion of their responsibilities throughout the year. Finally, teachers are evaluated based upon the element of school growth, which is measured through the PSSA's. This is how teachers' performance based bonus awards are to be determined.

Measurement System

Input	Frequency
Quality of Teaching	
<ul style="list-style-type: none">• Students' Improvement in State Standardized Test Scores	<ul style="list-style-type: none">• Once Per Year
<ul style="list-style-type: none">• In-Class Observation	<ul style="list-style-type: none">• 2 announced TAP observations• 2 administrative observations (1 announced)
<ul style="list-style-type: none">• Responsibility Survey	<ul style="list-style-type: none">• Once Per Year

• Students' Performance on Standards-Driven Assessments	• Every 6 Weeks (4Sight Tests)
Overall Conduct and Professionalism	
• Principal Evaluation	• Twice Per Year
• Teacher Attendance and Punctuality	• Ongoing
Parent and Student Interaction	
• Parent Evaluation (includes both teacher and school)	• Once Per Year
• Student Attendance	• Ongoing
• Student Punctuality	• Ongoing

b.) List entities/individuals who are responsible for teacher and staff evaluation AND indicate whether those individuals have administrative certificates.

The formal observations were conducted by the Principal using the PDE 426 forms. Mrs. Conboy is a Certified Principal Elementary and Secondary Certification and is also Certified as a TAP evaluator. In addition through the TAP program members of the leadership team including the master and mentor teachers conducted formal observations and are certified as TAP Evaluators.

c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

Victory Schools provided professional development for the Principal. Professional development is also provided to the administration through PATTAN. The Principal, master, and mentor teachers attended PSI, TSI and BCTE; provided through NIET and TAP. This training developed the skills necessary to certify all leadership team members as certified evaluators for the year 2009-2010.

Teacher Evaluation - Attachments

- Performance Evaluation Form
- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Board of Trustees changes:

Kymberly Hankinson-Hernandez, Esq. became chair.

Hanif Moore, became Vice-Chair

Enid Stebbins, Esq. joined the board.

Clarrisa White, resigned

Name	Title	Business Phone/E-mail
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Southwest Leadership Academy Administration changes:

Mrs. Robin A. Conboy joined the team as Principal

Mrs. Paulette Royster became Director of Program planning and Community Relations

Rev. Dr. W. Wilson Goode, Sr Secretary	Public/Private Ventures (PPV) AMACHI 2000 Market Street Philadelphia, PA 19103 215-557-4497	wgoode@ppv.org
Enid Stebbins Member	28 Lapham Parkway Melrose Park, PA 19024	enid_stebbins@merck.com
Rep. Ronald G. Waters Treasurer	State Representative Office 6027 A Ludlow Street Philadelphia, PA 19139 215-748-6712	rwaters@pahouse.net
Kimberly Hankinson-Hernandez, Esq. Chair	AstraZeneca Pharmaceuticals LP P.O Box 15437, FOP3 Wilmington, DE 19850-5437 302-885-9387 Work	Kymberly.Hernandez@astrazeneca.com
Dr. Joseph Meade Member	Philadelphia Leadership Foundation 2210 S. 71st Street Philadelphia, PA 19142	drjomeade@hotmail.com
William D. Moore Vice-Chairperson	Watts Street Industrial Group 931 N. Watts Street Philadelphia, PA 19123 267-246-0135	hanifmoore@verizon.net

Board of Trustees

Name of Trustee Office (if any)

William "Hanif" Moore	Vice-Chair
Rev. Dr. W. Wilson Goode, Sr.	Secretary
Ms. Kymberly Hernandez	Chair
Rep. Ron Waters	Treasurer
Enid Stebbins	Member
Dr. Joseph Meade	Member

Professional Development (Governance)

Professional Development (Governance) - The SLA Charter

Board participated in two Retreats. Victory Schools, Inc is responsible for providing oversight of Curriculum and Instruction, as well as the related Professional Development, and all of the back office operations (Accounting, Payroll, HR, etc.). The purpose of these retreats was to address the following topics:

- Sunshine Law
- Public Officials Act
- Comparison of Roles: Board vs. School Leader vs. Victory (Management Partner) — Leadership Role of the Board Chair, Role of the Executive, Academic, Finance & Fundraising committees. Role of the Victory Schools, Inc Regional Director and the Operations, Curriculum / Instruction & Finance / Accounting Teams (in both Philadelphia and New York)
- Building the Foundation for an Effective Governing Board

A) *Key Responsibilities of the Board* — Provide oversight functions, Promote the charter school's mission, Lead planning and policymaking, Raise funds, Achieve charter requirements.

B). *Legal Requirements of the Board* — Operations, Decision-making, Liability of Other Entities, Inspections, Open Meetings, Fiscal Competency and Independence.

C). *Board Development Stages and Accountability* — The Founding Board, The Governing Board, The Sustaining Board.

Coordination of the Governance and Management of the School

Coordination of the Governance and Management of the School

The SLACS Charter Board has a very hands-on management style. They have an executive committee meeting and a public meeting once a month. The executive committee meets on an as needed basis. The Board also keeps in regular contact with Victory Schools, Inc (both the Philadelphia and the New York office). The Administrative team is in contact with different Board members on a regular basis or as needed.

All SLACS Board meetings occur in the school building and are open for public viewing.

SLACS has a very good working relationship with the School District of Philadelphia's Charter School office. All communications with this office are shared with the SLACS Charter Board in a timely manner to ensure open lines of

communication. All SLACS Charter Board and school events are communicated to the Charter School office in a timely manner as well.

Coordination of the Governance and Management of the School - Attachment

- SLACS Board Meeting Calendar

Community and Parent Engagement

The Board of Trustees has created an open and welcoming environment that encourages parental involvement in school governance.

Those specific parent involvement activities include:

- Establishment of a Parent-Teachers Organization (HSA)
- Organizes ad-hoc committees of parent volunteers to work with the principal for input on various school matters, such as school climate, facilities or fundraising
- Conducted parent and faculty staff meetings, as needed, to seek input on new ideas and take suggestions on improving school governance
- Has developed relationships with community and other health care providers throughout the city of Philadelphia; Home and School connection, and Therapy Solutions

Board meetings are held monthly at convenient times for parents to attend, and in convenient locations, the school multipurpose or resource room. Most Board meetings occur in the school facility after regular working hours during the week, and on Saturdays in the morning, unless specific circumstances dictate otherwise.

SLACS undertakes measures to ensure that parents who are non-native English speakers are incorporated into the school governance process. First, for any significant sub-population of non-native English speakers, the school will translate key documents into the native language. Second, if necessary, the school will seek to include bi-lingual speakers on staff to facilitate parent interaction and communication.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There were no major fund-raising activities for the year. The school has been involved in several grant opportunities.

Fiscal Solvency Policies

The process to maintain fiscal solvency begins with the preparation of a balanced budget for the upcoming fiscal year. Once the budget is reviewed and approved by the school's Board of Trustees, the school has a structured plan to follow. During the course of the school year, purchase orders, check requests and invoices are reviewed by the local school based

management (Business Manager and Principal), as well as the school's Management Company. At the end of each month, a financial statement package is prepared and distributed to the Principal, the Business Manager as well as the Board of Trustees, that compares the actual expenses that the school has incurred against the budget. Each line item is reviewed and there is a detailed variance analysis that fully explains the differences. If there are unforeseen circumstances that occur, the Board of Trustees may request a revised budget amendment. Shortfalls of funds are covered under agreement with partnership.

Accounting System

Great Plains Accounting Software, which is owned and supported by the Microsoft Corporation. The school also follows the required state of accounting required of all school districts in Pennsylvania.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues, Expenditures and Fund Balances

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

Larson Allen, LLP. Certified Public Accountants
18 Sentry Park West, Suite 300,
Blue Bell, PA 19422-2327

Southwest Leadership Academy Charter School audit was completed July 19, 2010.

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

- SLACS AUDIT 2009

Citations and follow-up actions for any State Audit Report

There are no citations or required follow up actions this year.

SECTION VII. FACILITY RESPONSIBILITIES

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

Furniture and Fixtures are purchased using the purchase power offered by governmental pricing guides offered to the school for items necessary. There were no significant purchases made this fiscal year.

Future Facility Plans and Other Capital Needs

Future Facility Plans and Other Capital Needs include planning for the installation of an Elevator in the next year or two. Additionally the school has been working on getting heater covers on school wide. There is also a need for the repair or replacement of the windows around the school building. The facility committee of the board has been involved in the review process of the facility needs along with the business manager to insure that we are getting the appropriate materials for energy efficiency as well as being durable for the school facility. The Administrative team also meets regularly to keep projects moving and the board members informed of progress.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Southwest Leadership Academy Charter School complies with all health and safety requirements. We hold the required amount of fire drills and are monitored by the Philadelphia Fire Department. A record of all fire drills, dates and outcomes are on file at Southwest Leadership Academy Charter Schools' business office. Each classroom has posted directions in case of a fire and all classes are trained on the correct procedures in response to a fire or other emergencies. All staff have received training on Shelter-In-Place and Crisis Management. Each staff member has received a handbook that details all policies and procedures that will be used at Southwest Leadership Academy. We also have emergency response kits.

In addition Southwest Leadership Academy Charter School contracts with a Certified School Nurse. We maintain all immunization and physical records in our nurse's office.

Wellness Policy

Health and Success in school are interrelated.

- Children today are, for the most part, overfed and undernourished
- Today's youth are the first in generations to have a lower life expectancy than their parents
- Advocates believe schools can create an environment where children can see healthy behaviors in action and have the opportunity to make healthy choices

Southwest Leadership Academy Charter School also employs a board certified nurse who provides for the children's medical needs. All mandated examinations are provided in a timely fashion and recommendations for further care is followed up with phone calls and written letters to parents and guardians. Mid Atlantic Charter Schools (MAC) assisted us in identifying and meeting the specific state guidelines as required. Through a partnership with Keystone Mercy Medical Association, all staff members were provided with continuous professional development about health issues that affect our students and their families. This awareness training has proved to be invaluable as the school administrators and staff have worked with students and families during the school year. All returning staff and new staff members will receive professional development prior to the opening of the school year. Training will be ongoing throughout the school year and will be provided by our health partners. Topics will continue to include: recognition and treatment of respiratory conditions such as asthma, health and nutrition, growth and physical development of children, as well as social issues and health concerns that affect our school community.

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

- Health Reimbursement 09-10

Current School Insurance Coverage Policies and Programs

Benefits for the school year 2009-2010 are consistent with prior year schedule of benefits.

Current School Insurance Coverage Policies and Programs - Attachments

- SLACS Benefits Summary
- 2009-2010 ACCORD

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

This year began with twelve self-contained classroom teachers for grades K-5. Within an urban environment not all new teachers are able to be successful and this year there were two that did not make it through the school year. The specialist teachers were three at the beginning of the year. One resigned half-way through the year and the second will not be returning next year. There are five support teachers, two in special education, two with reading support/Title I and a Master Teacher through the TAP program.

SLACS is fortunate to be able to provide teacher and student support in the way of classroom assistants, there are five that support our students with two in the Kindergarten rooms full-time, the other three rotate throughout the other grade levels. Of the five that began the year we had to replace two positions, three have been here for several years.

The Administrative team consists of the Founder/Director of Development and Partnerships, the Business Manager and the Principal. There was also 1.5 Administrative Assistants and a school counselor.

There are high expectations not only for students but also for staff. Of the last year staff four teachers were returning making a majority of the staff new to the school this year.

Quality of Teaching and Other Staff - Attachment

- PDE 414 09-10

Student Enrollment

a.) Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

One application must be filled out for each child who wishes to attend Southwest Leadership Academy.

- Only one application will be accepted per child.
- Application must be mailed to: Southwest Leadership Academy Charter School, 7101 Paschall Avenue, Philadelphia, PA 19142. Applications may be brought in person or done electronically.
- Applications must be received by March 19, 2010 to be entered into the lottery.
- Applications are not considered valid until they have been received and reviewed for completeness and a confirmation card has been sent back to the applicant.
- Siblings of enrolled students will not be automatically enrolled. An application must be submitted for each sibling before the lottery deadline.
- For the purposes of the lottery, two students are siblings if they share a legal parent, legal guardian, or legal foster parent. who is also the legal parent, legal guardian, or legal foster parent of other student.

An adult will only be considered a student's legal parent if there is proof of blood-relation (as evidenced in birth certificate), legal adoption (as evidenced by valid, appropriate court documents), or legal marriage (i.e. step-child, as evidenced by a valid marriage certificate). An adult will be considered a student's legal guardian or legal foster parent only if there is proof of such a relationship (as evidenced by valid, appropriate court documents).

- If information on the application is incorrect, the application will be considered invalid, and any offer for student placement at SLACS will be rescinded.

For example, if the application indicates that the child is 5 years old by September 1, 20010 but in reality the child is not, the offer will be rescinded. Likewise, if the application indicates that the child will be entering a given grade in September 2008 but the child is actually entering a different grade — for any reason — the offer will be rescinded and the child will have to reapply for the grade in which they are entering.

- If the student's parent/ legal guardian's address or phone numbers change, you must notify the school so that we may contact you in the event that the student is offered a place at the school.

There are no admissions requirements.

- The school is open to all children in Kindergarten through Grade 5 on a space available basis within each grade.
- Any child qualifies under the laws of the State of Pennsylvania and the School District of Philadelphia for admission to a public school is qualified for admission to Southwest Leadership Academy Charter School a Philadelphia Public Charter School;
- There is no tuition.
- Admission is not based on intelligence, achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, or ancestry.
- Students who have a disability or who may be in need of special education services or programs are eligible for admission into the school on the same basis as all other students. Please note, however, that our school may not be equipped or designed to satisfy a particular student's disability or special needs. Such a determination may be made after enrollment by the committee or subcommittee on special education in the child's home district of residence. In the event our school is deemed to be an inappropriate educational setting for a particular disabled or special needs child, our school must promptly send the student to a school or district that can provide the student with the special services the child is required to receive under the law.
- No tests are required for admission.

Students are currently being admitted to the school by lottery.

- The lottery is open to all children in Kindergarten through grade 5.
- All students whose application is received by the cut off will be separated by grade and entered into the lottery.
- A random drawing of names will be held.
- Preference will be given to siblings and students from the Southwest Philadelphia District at the time of the lottery application deadline.
- If students do not accept their spots by the registration deadline, those spaces will be given to students on the waiting list.

This is an equal opportunity, public, charter school, open to all children on a space-available basis.

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

Enrollment:

Grade	
Kindergarten	52
First	53
Second	50
Third	53
Fourth	49
Fifth	48
Total	305

Transferred/Withdrawn

Kindergarten	8
First Grade	5
Second Grade	9
Third Grade	4
Fourth Grade	3
Fifth Grade	6

During and at the end of the school year many students left exiting the school due to unresolved issues with transportation after having moved out of Southwest area.

There are currently no supporting documents selected for this section.

Transportation

The School District of Philadelphia provides the contracted transportation services using Durham Transportation Services for our students in grades 1-5, including Special Education students. The following operation rules were provided by Durham Transportation Services (DTS) for our students:

Listed below are the school bus rules. Please review them with all students who will be riding the bus and their parents. If you have any questions please contact Transportation Scheduling at 215-400-5312 or 215-400-5306.

School Bus Rules

1. **BE ON THE BUS STOP ON TIME.** You should not have to run to make the bus.
2. **WAIT FOR THE BUS IN AN ORDERLY FASHION IN YOUR ASSIGNED AREA.** Pushing, shoving, or creating a disturbance might result in injuries.
3. **TAKE YOUR SEAT IMMEDIATELY.** Remain seated while the bus is moving or when instructed to do so by the bus driver or attendant.
4. **ENTER AND LEAVE THE B US ONLY AT THE FRONT DOOR AND ONLY AFTER THE BUS HAS COME TO A FULL STOP.** (In case of emergency, the driver or attendant may give our other instructions.)
5. **KEEP YOUR HEAD AND ARMS INSIDE THE BUS WINDOW AT ALL TIMES.** Throwing objects, no matter how small, on the bus or out of the window is extremely dangerous.
6. **SAVE YOUR LUNCH AND SNACKS UNTIL YOU ARRIVE AT YOUR DESTINATION.** Eating and drinking are not allowed on school buses.
7. **AVOID SHOUTING AND OTHER LOUD NOISES.** In addition to disturbing others, loud noises could distract the driver and cause unsafe operation of the bus.
8. **LEAVE THE BUS IN A QUIET AND ORDERLY MANNER.** Join your classmates in the school yard or go directly to class if school has begun.
9. **BE VERY CAREFUL WHEN CROSSING THE STREETS.** Be sure you look in both directions.
10. **PAY ATTENTION TO THE INSTRUCTIONS OF THE BUS DRIVER, BUS ATTENDANT AND BUS MONITOR.** They are responsible adults concerned about your safety.

We were challenged by the service of Durham as a school the whole year and the last three weeks of school the new company All City was assigned to the school. We still experienced challenges with buses being over an hour or more late either coming or going and students and staff being late leaving school. We have asked for cameras on the bus for student behaviors along with write-ups so the appropriate discipline can be used for students that misbehave and hope that it is implemented with the new company.

Food Service Program

SLACS's Food Services Program is provided by the Archdiocese of Philadelphia. SLACS participates in the Free and Reduced Lunch (FRL) program. The Archdiocese has provided the school with applications for our parents to determine their eligibility for the program.

Student Conduct

a) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

Southwest Leadership Academy Charter School

Behavior/Discipline Plan

Effective instruction is best conveyed in a structured yet nurturing environment.

The three expected behaviors will be recited daily during morning circle.

I show SLA Pride. I show respect, responsibility, and self-control. I am a leader.

Discipline

Discipline is the responsibility of all school personnel in conjunction with each child's family.

Student behavior can be classified into two areas of concern:

1) Student actions (verbal and/or physical)

2) Student work level and effort

Establishing and consistently reinforcing classroom rules and expectations is paramount in developing and maintaining an effective classroom. Implementing an effective instructional program also has a strong impact upon the classroom climate. Lessons should be stimulating and interesting. Challenging interactive learning activities and a positive classroom climate will help to keep disruptive behavior to a minimum.

Never assume students know what you expect; rules and a system of consequences should be clearly articulated. Be fair, firm and consistent in carrying out classroom procedures and discipline. All procedures should be carried out in conjunction with the School Discipline Code.

Teaching appropriate behavior expectations is necessary to insure pupil achievement and mutual respect between teachers, pupils and parents. Remember that *self-discipline is taught and reinforced*.

When discipline is necessary, it is not always punitive and should be a learning experience. Mastery comes through re-teaching until the skill or concept is learned. Remember that students develop self discipline in an atmosphere of respect.

Procedures for Teaching Expected Behaviors

These expected behaviors are instructed and applied in various settings that incorporate the learning environment such as the classroom, cafeteria, hallway, playground (recess), bathroom, as well as during arrival and departure times.

Procedures for Encouraging Behaviors

Praise

The SLA faculty will recognize the expected behaviors of students through encouraging words of praise. The praise will be specific to the desired actions as stated above. (I show SLA pride...).

Pride Rewards

The SLA faculty will also recognize the expected behaviors of students through the distribution of Pride Rewards. The Pride Rewards will be given to students by the faculty on a daily basis. Upon receiving this reward, the student shall complete it and place it in a box in the classroom. Pride Rewards will be collected on Friday afternoons with a random drawing of two students per grade occurring each Friday at closing circle. These students will have their names announced at the circle and receive a small prize.

Effective Classroom Management

Student discipline is the responsibility of the classroom teacher. Teachers are expected to structure the classroom environment to prevent problems.

Students who are engaged in well-planned, interesting, instructional activities are less likely to cause problems in the school environment.

General Principles

1. Adult Attitudes
 - Fondness and Respect
 - Establish Credibility
 - Assume Responsibility
2. Establish clear rules/expectations
 - Stress positive behavior

Praise desired behavior

Preventive Techniques

Physical Closeness

Praise desirable behavior

Reward desirable behavior

Corrective Techniques

Takeaway privileges

Isolate student

Phone calls and letters to parents

Place on daily report

Give detention

Financial restitution for destruction of school property

Refer to Principal (Office referral Form D-3)

Procedures for Dealing with Classroom Discipline Cases

Step One:

After your classroom behavior plan is exhausted then you would proceed to step two.

Step Two:

1. Teacher/ pupil conference to plan an intervention with the student.

Step Three:

1. Keep anecdotal record in a binder or use a composition book.
2. Send form home, acquainting parent with pupil's lack of progress.
3. These notes must be signed by the parent and returned to the teacher.
4. Call the parent to discuss student actions or set up conference time concerning the problem.

Step Four:

Refer student using office referral. *Do not send students to main office*

Either administrators or designated office personnel will notify the teacher concerning the disposition of the case, or request that the pupil be sent to the office for a conference.

Immediate Office Referrals:

(as outlined in the *SLACS student handbook and code of conduct*)

1. Destruction of Property/Vandalism
2. Fighting
3. Harassment
4. Indecent Exposure/Language
5. Leaving classroom /school grounds without permission
6. Physical attack of staff or students
7. Theft
8. Physical or verbal threat of staff or students
9. Weapons violation

It is important to monitor a student's behavior in order to ensure that he/she is able to achieve successes at school and at home. Teachers will also be in contact with parents regarding a student's behavior as the need arises.

If the behaviors are minor infractions such as the following, students should *not* be sent to the office:

The following are some instances that should *not* be sent to the office:

- Looking out the window
- Head on the desk
- Won't answer questions
- Leaning on the elbow

— Won't sit in "proper" position

- Chewing or eating in class

- Has no pencil

- Restless

- Knocked down coats

- Did not bring in homework

- Hid another child's hat

- Did not respond to bells in yard

-Sleepy

- Did not bring note for lateness

- Turns around

- Knocked book on floor

- Slow in getting to work

- Talks to himself

- Talking or playing in lines

Remember: The lack of careful discretion in sending pupils to the office results not only in weakening the effectiveness of the office's handling of the case, but directly weakens the teacher's control in the classroom.

Discipline Measures (Procedures)

Any violations of the rules and regulations will be handled through the following steps.

Minor behavior problems should be handled by the adult present at the time. The first step of discipline is with the teacher, in his or her classroom.

Corrections must be appropriate to the act. If the child continues to misbehave, contact should be made with home (via letter or telephone call). The letter should be signed by the parent and returned the next day.

If the problem of misbehavior continues, an appointment with the parent should be made by the teacher. If the appointment is not kept and/or the problem continues, seek the assistance of the Administrative team to insure compliance.

When a pink slip becomes necessary, the teacher should be specific as to the disruptive behavior exhibited by the child. Specific actions taken by the teacher/adult must be indicated and fully documented.

A referral and be reflective of this behavior and attempted adjustments. Minor behavior problems will be automatically returned unless the above is followed. The administration will indicate on the bottom portion of office referral what action has been taken. If the above measures do not correct the problem, the child will be interviewed by the principal and/or designee. A disciplinary process at the administrative level will commence at this time.

If a child is suspended, the parent will receive a letter from the Principal stating the reason for the suspension, the length of the suspension, and the conference date during which time the student will be readmitted. Due process procedures will be followed.

Communication

Teachers should remain in touch with parents as much as possible; do not wait for situations to occur. Use of anecdotal records is helpful in documenting problem areas. Use of a the communication folder, classroom progress report or telephone call to keep parents and guardians aware of what is taking place will be helpful in establishing and maintaining a positive relationship. School Administrative supports are available to participate in parent teacher conferences. In addition, you should make a plan to call parents for positive behavior as well.

Help For SLACS Teachers

Some General Suggestions for Dealing with Disciplinary Problems at SLACS:

Do not invite impudence. It is better not to ask questions that leave an opening for impudence. Most impudence appears when the pupil has classmates as an audience.

Do not try shame or belittle a child before the entire class by calling him anything beside his given name. The more privately you censure a pupil, the better the chance you have of making an adjustment satisfactory to you.

Try to show the pupil that he is in error and make an endeavor to have pupil admit this wrong behavior. Do this by indirect questions.

Do not accuse; be positively sure; then judge your proceedings according to the individual.

In any issue with a pupil, it is bad policy to cast reflections upon parents. The lack of cooperation and the apparent indifference of a parent is no fault of the pupil.

Don't see too much. Don't see too little.

Keep your demands constant. If you demand certain behavior today, demand the same behavior tomorrow. Consistency is the root of all good discipline.

Establish a class routine in reference to class movements, distribution and collection of materials, etc. Keep the same routine, if it works, day after day.

Your personal dislike for a pupil should never be obvious.

Nagging creates issues hard to solve.

Do not have pupils standing in halls or coat rooms. If their actions are such that, you must remove them from the rest of the class, call the office for assistance.

No corporal punishment or name-calling.

Preventive Techniques: Try to provide a classroom atmosphere in which the teacher has a sympathetic, understanding attitude toward the children and in which the children have respect for and confidence in the teacher by:

- a. Treating each child with the consideration you would expect yourself.
- b. Showing an interest in each child and his problems.
- c. Making each child feel that he belongs, is wanted, and counts for something.
- d. Providing learning experiences that meet him at his level of attainment that is possible for the individual child.
- e. Encouraging him to want success.
- f. Helping each pupil succeed in something everyday.
- g. Being conscious of every pupil in the class at all times.
- h. Being alert to gain attention of a group as a first step in starting a discussion, a working period, etc.
- i. Being sure directions are specific and understood by all.
- j. Being consistent in all your dealings with children.
- k. Providing for adequate pupil activity (avoid over-talking on your part).

- l. Helping children think and speak in terms of "our" room. Use "we" and "our" more often than "I" and "my".
- m. Using private conferences with pupils needing behavior adjustments.
- n. Know your subject, but don't expect your pupils to know all that you know.
- o. Know your pupils' backgrounds, interests, abilities, needs and achievements.
- p. Hold to "standards" but be sure they are standards which pupils can meet.

Improper Methods of Dealing with Children

Negative methods of dealing with children, even when effective, should never be used. The most common of these are:

1. The use of subject material as a disciplinary measure, i.e., the repeating of sentences 100 times; the assignment of extra examples in math, etc.
2. Frequent detentions for minor infractions
3. Sarcastic comments.
4. Forced apologies.
5. Personal indignities.
6. Sending a pupil out of the room where he will be without supervision.
7. Sending a pupil to a lower grade.
8. Corporal punishment - use of physical force of any kind to secure obedience is not permitted by the School District.
9. Having a pupil stand in a corner.
10. Using any piece of equipment for the means of intimidation.

Detentions

No student is to be kept after school unless the parent/guardian has been notified in advance and has given approval for an after school detention. The teacher is responsible for supervision of the student. If a lunch/recess detention is given, the teacher is responsible for providing proper supervision.

Students may not be placed on the office chairs in the hallway.

Hallway Movement

Students should not leave their classrooms during instructional time unless absolutely necessary. All students acting as messengers, using the lavatories, going to the Nurse's office, Main Office, etc. are to be escorted by another student. No student is to walk throughout the building alone or without a hall pass.

When entering into the halls and multipurpose room, come in quietly.

When in the SLA position, you are quiet.

When in the halls, you are to move, quietly.

In order to keep classroom interruptions to a minimum, please follow these guidelines:

Students should not be used as messengers for personal errands or messages.

All lines moving through the halls should be aware of other classes. Lines should move in an orderly, quiet manner. Teachers should direct lines to move to specific short distances, i.e. the bottom of the stairs, to the water fountain.

Children should not be left behind in a classroom or bathroom. Lines should move when all students are present.

******Details regarding how SLA's Discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process is outlined in the attached file(SLA's School Code of Conduct)******

b) Provide the number of suspensions and expulsions by student. {Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.}

There were no students expelled this year. Three suspensions.

Student Conduct - Attachment

- SLA School Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

Board President

Date

Chief Executive Officer
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Southwest Leadership Academy CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at:
<http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Robin A. Conboy **Title:** Mrs.
Phone: 215-475-5363 **Fax:** 215-729-1939
E-mail: rconboy@slacs-phila.org

Signature of the Chief Executive Officer and Date

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

Name: Kymberly Hernandez **Title:** Mrs.
Phone: 302-885-9387 **Fax:** 215-729-1939
E-mail: Kymberly.hernandez@astrazeneca.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Robin Conboy **Title:** Mrs.
Phone: 215-475-5363 **Fax:** 215-729-1939
E-mail: raconboy@juno.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

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