
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
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Charter Annual Report
Monday, February 14, 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: Green Woods CS

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

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

Grade Level: Kindergarten through 8 **Hours of Operation:** 8:15 a.m. to 3:20 p.m.

Percentage of Certified Staff: 98% **Total Instructional Staff:** 20

Student/Teacher Ratio: 10:1 **Student Waiting List:** 130 for the 2010-11 school year - Green Woods does carry over our waiting lists from year to year

Attendance Rate/Percentage: 97%

Summary Data Part II

Enrollment: 205 Per Pupil Subsidy: \$8,183.58 Regular Ed \$17,788,75 Special Ed

Student Profile

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	7
Black (Non-Hispanic):	21
Hispanic:	0
White (Non-Hispanic):	176
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
19

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 28

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	164	168	168	0	500
Instructional Hours	0	0	978	1002	1002	0	2982

SECTION I. EXECUTIVE SUMMARY

Educational Community

"The Green Woods Charter School's rigorous academic curriculum and dedication to experiential learning provides its students with a unique educational opportunity. As the father of a nine year old I have additional motivation to support your good work. Her future, and that of your students, will only be as bright as their education allows."

...Congressman Joe Sestak, 7th District, Pennsylvania

Currently located on the grounds of the 350-acre Schuylkill Center for Environmental Education, Green Woods Charter School (GWCS) completed its eighth year of operation in June 2010. In the 2009-2010 school year, GWCS maintained a population of **205** students, grades K-8. In the past GWCS drew its families predominately from the Northwest section of the City of Philadelphia. Through our new website communications, an effective marketing campaign, positive publicity, sibling preference, and word of mouth from very satisfied parents, families from many areas of Philadelphia now apply and are accepted to Green Woods. A day doesn't go by that we don't receive a call from a parent wanting to know more about our admission's process. We have received interest in our school from as far away as London and Iraq!

In an article, published on the WPVI website, parent Gail Craighead remarked about Green Woods, "The 24-students per class creates a warm and nurturing atmosphere. This was particularly important to me as the mother of a child with a learning disability," says Craighead. "What I think is invaluable is the breath and scope of all aspects of environmental awareness. This knowledge is something my daughters will have for the rest of their lives."

APPLICATION TO SRC FOR INCREASED ENROLLMENT - APRIL, 2010

Founded in 2002, the concept of a small school, with one of each grade, seemed quaint and ideal. But our name soon became synonymous with academic excellence and so the demand for our program quickly grew.

Green Woods has repeatedly requested the opportunity to serve additional students. Whether during our renewal process with Bill Tomasco and Sharon Bembrey, at a face-to-face meeting with Paul Vallas or Dr. Gallagher of the SRC, or through written and in-person requests to the Office of the Mayor and the Office of Charter Schools, for years we were assured that a policy would be forthcoming. It is good to finally have a policy in place so that high-performing public charter schools, such as Green Woods, can be expanded to serve additional students.

Fortunately, there is strong support throughout our community to grow our program. Unfortunately, our current building is substandard for our teaching needs and we are not permitted to grow on our existing site. So, as it turns out, the timing of the SRC Charter Agreement Modification Policy could not have been more perfect for Green Woods. We need to grow; we want to grow; our community wants us to grow; our board supports this growth; we cannot remain in our current location and, with approval of our application, we will finally plan for real growth, in a new location, based on actual numbers.

Our January 12, 2010 "Open House Enrollment Night" was a typical open house for Green Woods Charter School. As is the case every year, hundreds of parents came out to apply for only a few open seats. This year was no exception. We handed out 130 applications for 9 seats in Kindergarten. Another 89 applications were handed out to parents interested in grades 1 through 6. Unfortunately, we only had a few projected openings in those grades for the 2010-2011 school year. Through this Modification Policy, and with the obvious support for the expansion of high-performing charters from the U.S. Secretary of Education, Arne Duncan, the time has finally come for us to pool our collective efforts, and do whatever it takes to bring additional "quality seats" of choice to Philadelphia parents and their children.

Results of the Green Woods Parent Surveys, which were created, distributed, collected and analyzed by the School District of Philadelphia, support what we know to be true: Green Woods is a shining example of the intent of Act 22. We excel at creating programs and curricula that better support students who can get left behind in the unrelenting call for a "one-size-fits all" educational system.

Children aren't widgets. Children are individuals. Children are different and they learn differently. Green Woods offers a different way of learning and we have an outstanding teaching staff to support our efforts. Our parents are involved and we have the flexibility to provide the individualized attention to detail that makes our unique and innovative curricula come alive for our students. Our standardized test scores and our many awards and accolades speak well of this approach and our success.

Charter School Law, mandated by the State of Pennsylvania, dictates that all charter schools are to be self-managed public schools established with an expressed purpose: *"Charter schools foster innovation and serve as models for traditional public schools.* True to this mandate, Green Woods Charter School has met this challenge. As we grow and thrive, we will continue to be innovative both in our approach to delivering a high-quality standards-based curriculum and in our commitment to fostering a safe, collaborative atmosphere in which to support student learning.

The SRC promised a decision to Green Woods within 12 weeks of our application. As of the date of this report, Green Woods has still not received a "yes" or "no" response from the SRC. This leaves us in a state of limbo as we can not effectively plan for an unknown future for an unknown number of students. We cannot borrow money against an unknown projected budget. Since our budget is determined by the number of students we enroll and we have no idea how many students we will enroll in the future, sadly, our future remains on hold.

Our Award-Winning Curriculum

In addition to our unique setting and our innovative program as a whole, our standards-based curriculum has received numerous accolades including the status of Exemplary Curriculum (July 2006); Governor's Award for Environmental Excellence (July 2007); Finalist — Philadelphia Sustainability Awards (April 2008) and Best Practices Award — Presented by the School District

of Philadelphia (May 2008). In August of 2009 Green Woods received the Program of Excellence Award from the Pennsylvania Council of Social Studies.

Green Woods has also received the Keystone Achievement Award for making AYP for six consecutive years. Our program has been highlighted as a model for success in Scholastic's Instructor Magazine, on the MSN Green Network, on WPVI's Green Living website and, our program was also featured in the August edition of Organic Gardening Magazine.

Our use of the natural environment and hands-on learning compliment the sound instruction in the core academic areas facilitating learning characterized by high levels of student engagement and student achievement. GWCS' Using the Environment as an Integrating Context Curriculum (EIC) provides the framework and the basis for unit plan development at GWCS. Through the EIC model, PA Academic standards drive the selection of textbooks, literature, unit development and assessment. In fact, EIC permeates all aspects of our day-to-day classroom and outdoor learning.

In June of 2010 our core team spent three days revising and refining our award-winning EIC curriculum. What is most rewarding for us, however, is that three schools in our region have received their charters by using our EIC curriculum framework. We are currently working with another charter school — Hudson River Charter School, in West Chester, NY to help them obtain their charter.

Here are just a few of the testimonials from these charters:

"Seven Generations Charter School, a K — 4 school during the 2009-2010 school year [we will become K — 5 in 2010-2011], would not be the school that it is today if it were not for the significant and wide-ranging support, guidance, expertise, and experience shared with us by Ms. Wallace and other members of the Green Woods staff."

...Phil Arnold, Operations Manager and Founder - Seven Generations Charter School

"We are writing this letter to you and your staff to document the importance of your willingness to share your "award winning" environmental curriculum with The Environmental Charter School at Frick Park. We are happy to report the school has now completed the second school year, has successfully implemented your core environmental curriculum with "place-based" adaptations for Pittsburgh, enjoys broad support from the community and parents, has a waiting list of over 200 students, and is doing very well academically."

---Barbara Hicks and Phil Parr - Founding Members, The Environmental Charter School at Frick Park

"Ms Jean Wallace, the CEO of Green Woods Charter School is an example of the spirit of collaboration that is so valued today for educational success. In our most recent visit to Green Woods Charter School we had an opportunity to reflect on many charter school practices, on curriculum tailored to the environment, and unique benefits of charter school education. We are most grateful to Jean Wallace for her willingness to provide both advice and guidance to Hudson River Charter School as we make our journey through the chartering process."

...Gail Ostermann, Director and Marge White, Manager, Hudson River Charter School

Partnerships in Education

Just a few of our many partners, old and new, are listed below. For a complete list of the partners that support our efforts, visit our website at www.greenwoodscharter.org

ENVIRONMENTAL EDUCATION

During the 2009-2010 school year the staff of The Schuylkill Center for Environmental Education (SCEE) worked side-by-side with GWCS educators to provide each classroom with three 50-minute periods per week of instruction in Environment and Ecology. A minimum of one class each week takes place outdoors utilizing the Center's ponds, streams, forest and fields as a learning laboratory. We have clarified and defined many of our pedagogical objectives written in our original charter's mission, vision and values statement. One important focus is our mission to provide many opportunities for children to participate in educationally meaningful, hands-on projects related to improving our own, local environment.

To enhance our core instruction in environmental science, and to ensure cohesiveness and effectiveness, Green Woods hired our own, full-time, K-12 Environmental Science teacher for the 2010-2011 year. She will be designing standards-based, inquiry driven science lessons and team-teaching as part of our own K-8 staff.

Many community partners, old and new, continue to be instrumental in helping us accomplish both our short-term and long-range educational goals. Working with the Pennsylvania Department of Education, Pennsylvania Game Commission, Pennsylvania Fish and Boat Commission, Department of Environmental Protection, Outward Bound, Pennsylvania Council for Social Studies, PennCORD, and the Pennsylvania Bar Association, we have had a tremendous outpouring of support from organizations that believe in our mission and have played a supporting role in helping us achieve our educational goals this year.

OUTWARD BOUND

Three years ago, Green Woods started a partnership with the Outward Bound Program. Our missions are similar and the goal at the time was to develop an opportunity for collaboration that would allow our 4th and 8th grade students to take their experiential classroom learning and development of problem-solving skills to a whole new level. The mission of Outward Bound is to "encourage growth and discovery, and to inspire confidence, self-reliance, compassion and care for the environment." This ongoing partnership with Outward Bound certainly enhances our own mission.

As a charter school, it is important that we maintain our unique identity and academic focus by developing the kinds of key partnerships that support and enhance our educational mission through resources, training, and funding. This past year, our 4th grade spent two exciting days working with the youth leadership experts from Outward Bound, and our 8th graders went on a 5 day, 4 night urban expedition with Outward Bound. Being outside in the natural world, meeting challenges, practicing leadership, managing risks, and working closely within a group were all experiences that our students enjoyed as part of this experience.

Our partnership has grown and now thrives to the point where funders have agreed to financially support this GWCS/Outward Bound partnership through a generous grant. Thanks to this funding, our 8th grade will be going on another 5-day overnight Urban Expedition the week of September 14th for a very nominal fee. Our 4th graders will be enjoying two, one-day expeditions as well!

WOODMERE ART MUSEUM

"Stewards of the Earth" - Green Woods Charter at the Woodmere Art Museum! Our environmentally-focused mission guides all aspects of our award-winning, standards-based curriculum. With environmental education as its foundation, Green Woods strives to integrate all subject areas as much as possible. The art program at Green Woods, designed and implemented by our amazing Art Teacher, Barbara Mail, has been developed with this in mind. Many of the projects taught in art class are a direct outgrowth of science, social studies, language arts, and math. Most of our projects begin with a core idea but encourage the students to think creatively and become active problem solvers. During the 2009-2010 school year, Barbara Mail, and all of our students, K-8, shared their wonderful artwork with the visitors of the Woodmere Art Museum. The creative exhibit ran from December 2009 through March 2010.

PLEASE REFER TO THE ACADEMIC STANDARDS SEGMENT OF THIS REPORT TO REVIEW THE MANY, HIGH-QUALITY, STANDARDS-BASED LEARNING EXPERIENCES OUR STUDENTS ENJOY.

Mission

The mission of Green Woods Charter School is to foster a keen understanding of the interrelatedness and interdependence of our local and global existence; creating active stewards of the natural world!

Vision

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

Shared Values

- All stakeholders, administration, staff, students, and parents, will engage in ongoing self-assessment and improvement initiatives. We will be self-critical, constantly learning and continuously improving, accepting responsibility to always be the best.
- We will all remember that the needs of the children will always come first.
- Children will be empowered to make thoughtful and responsible decisions. In addition to knowing how to do things, children will understand why.
- Children will not simply tolerate, but will enjoy and actively search for diversity, recognizing that many perspectives are necessary to create a complete picture.
- Children will recognize that world problems are complex and the search for answers must include research into politics, economics, human cultures, and the sciences.
- Within safe boundaries children will uninhibitedly make mistakes, knowing that each mistake is a treasure trove of information, that mistakes are an essential part of the search for knowledge and that mistakes provide an unparalleled learning opportunity.
- Through small, constant steps, our children will develop the precious habit of improvement, doing things better, little by little, all the time.
- Children will comfortably ask for what they feel they need, knowing that assistance will be forthcoming, yet recognizing that some answers are not immediate.
- We recognize that all children learn in different ways and at different rates. Students with learning differences will participate in all aspects of the educational experience with appropriate accommodations, creating a positive learning environment for all.
- When children learn within a culture of motivation, self-esteem, responsibility and mutual respect, circumstances for inappropriate behavior are greatly minimized. Rules, expectations and consequences will be clearly defined and uniformly communicated.

Academic Standards

Academic Standards and

Strengths of Our Award-Winning Program

100% of Green Woods 8th Grade scored proficient/advanced in the 2010 PSSA in Reading!

Our use of the natural environment and hands-on learning compliment the sound instruction in the core academic areas facilitating learning characterized by high levels of student engagement and student achievement. GWCS' Using the Environment as an Integrating Context Curriculum (EIC) provides the framework and the basis for unit plan development at GWCS. Through the EIC model, PA Academic standards drive the selection of textbooks, literature, unit development and assessment. In fact, EIC permeates all aspects of our day-to-day classroom and outdoor learning.

A BRIEF HISTORY OF OUR PAST SUCCESS

Green Woods is certainly unique as we are a model school in our design and implementation to an approach to learning known as EIC. EIC defines a framework for interdisciplinary, collaborative, student-centered, hands-on, and engaged learning. At Green Woods we use the environment as a comprehensive focus and framework for learning in all areas: general and disciplinary knowledge, thinking and problem solving skills, and basic life skills, such as cooperation and interpersonal communications.

EIC based learning is not primarily focused on learning about the environment, nor is it limited to developing environmental awareness. It is about using a school's surroundings and community as a framework within which students can construct their own learning, guided by teachers and administrators using proven educational practices.

Charter School Law, mandated by the State of Pennsylvania, dictates that all charter schools are to be self-managed public schools established with an expressed purpose: *"Charter schools foster innovation and serve as models for traditional public schools.* True to this mandate, Green Woods Charter School has met this challenge. We continue to be innovative both in our approach to delivering a high-quality standards-based curriculum and our commitment to fostering a collaborative atmosphere to support student learning.

PREPARING STUDENTS TO ATTAIN SPECIFIC ACADEMIC STANDARDS

Ninety six percent (all but one student) of our 4th grade students scored proficient or advanced in the 2010 Science PSSA. This number also includes 6 out of 7 of our IEP students who scored either proficient or advanced!

The foundation for Green Woods EIC Curriculum is the Pennsylvania Academic Standards for Environment and Ecology which focus on the real world and how it works. Fifty percent of the Environment and Ecology Standards directly relate to Social Studies Standards. Integrating concepts relating to Economics, Civics and Government, and Geography are done well through the EIC approach. This allows for a relatively seamless integration of Science and Social Studies.

Language Arts skills are reinforced throughout our middle school curriculum as our students read and write across all disciplines. In Language Arts class our students read novels and write research papers and newspaper articles based on topics covered in Science and Social Studies. Special subjects such as Art, Music, Spanish, and Technology also support our EIC curriculum framework. Teamwork is essential to integrated learning as it ensures that our students are making connections across all disciplines.

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

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

ENSURING ACQUISITION AND APPLICATION OF KNOWLEDGE

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

Green Woods will continue to build on our successful EIC model and provide opportunities for teachers and support staff to take part in training sessions that allow them to gain the skills necessary to foster a challenging, integrated, and standards-based learning environment for all of our students. Examples of our exceptional interdisciplinary learning experiences are outlined below:

Integrating Creative Arts and the Environment

Kindergartners ended the year by taking paper and clipboards outside to look at and draw the beautiful and varied trees around us. This is an exercise we will do from time to time in the fall and spring to see how the trees change and how the observational skills of our Kindergarten students continue to develop. It's truly amazing! Many of the classes finished out the year in Art by working on projects related to their displays for Museum Night. For kindergarten and second grade, it took the form of ocean themed "postcards" that were for sale, as a way of raising money for the Gulf oil spill animal relief effort. First graders made tadpoles, frogs, and turtles using lots of green and brown polymer clay, and grasses made from straws wrapped in tissue paper, for their "pond" display. The first graders also spent a part of the spring making a large mural about their study of the rainforest. Second graders finished woven yarn pillows and a quick piece about their feelings. They also did some sensitive observational drawings outdoors. Third graders worked on portraits in the form of paper mosaics. These portraits will be displayed in September, when school opens.

Third graders ended the year doing a series of observational drawings of birds' heads from bird mounts. We studied the differences between the beaks of predators, seedeaters, and nectar and insect eaters. Students experienced bird working with hard and soft graphite drawing pencils for the first time. Fourth graders worked on bird pattern drawings and finished up their lovely woven pillows. They also did some interesting black and white paper collages based on an amazing book entitled "Round Trip" by Ann Jonas. The papier-mâché masks, and props (trees and a giant golden feather), that they completed while working with visiting artist, Jeanne Jaffe, were absolutely amazing. "The Quest for the Golden Feather," performed by 4th and 7th graders on Museum Night, using the masks and the props, was the culminating project in a year-long project that integrated art, literacy, cross-grade teamwork, and environmental science.

Integrating Literacy and the Environment

The Green Woods Charter School Class of 2017 has completed a phenomenal year of First Grade. The most incredible evidence of the achievements of this year's First Graders is not evident solely from the skills they have gained in individual subject areas, however. The students have focused these intellectual abilities on a broader issue and have spent the year examining, observing, exploring, and questioning the environment around them, specifically, the habitats of ponds and wetlands both at the Center's varied wilderness and at the John Heinz Wildlife Refuge at Tinicum.

Each First Grade student is well aware not only of the living things within these habitats but also of the water cycle upon which they depend, the interdependence of the creatures within the habitat, and the actions of humans which disturb the environment and its dependents. Throughout the year, students read, wrote, calculated, discussed, and thought about ponds, frogs, and wetlands and have thereby achieved expert status.

As a culminating event, the class designed and constructed a pond in the classroom as their exhibit in the school's Museum Night. They discussed every aspect of the pond, including what to include, how to represent each chosen element, where to get materials, and whether to include live specimens or not. In Art, they constructed tadpoles, turtles, and insects; in science they constructed pond plants and drew tracks and other elements on the ground cover. Each student planned and created a label explaining one component of the exhibit, and wrote an informational paragraph for visitors to read and learn from. Overall, their efforts contributed to a truly spectacular exhibit and demonstrated that everything the students learned to do over the past year had a real and applicable purpose, helping them to create something meaningful and share it with the world. The students have shown themselves this year to be formidable learners and are an example of a supportive and motivated learning community.

Integrating Environmental Science and Civic Engagement

5th Grade spent their year learning about Earth's basic systems, from the core of the Earth out to the edge of the atmosphere. We began by becoming cartographers, and learning how to read and create maps. Next we investigated the processes that shape the surface of the Earth, and saw this firsthand on our hikes and on our field trip to Crystal Cave. As we progressed through the year, we studied each of Earth's spheres: hydrosphere, atmosphere and geosphere, and how these "spheres" interact. We became amateur meteorologists, found evidence of the rock cycle on our hikes, and learned about the processes that move Earth's tectonic plates. The volcano in Iceland and the earthquake in Haiti became part of our studies. Not only does the 5th grade know the causes of these events, and which of Earth's tectonic plates were involved, we spearheaded a school-wide project to help raise funds to provide safe water filtration systems for Haiti.

8th Grade spent their year investigating how humans fit into, and affect, Earth's natural systems. We learned where our water comes from, how it is cleaned before and after we use it, and how our activities affect river and ocean health. As a part of this unit, we had a fantastic field trip to one of Philadelphia's waste water treatment plants. We investigated the sources of the energy used in our homes and in school, the effects of obtaining the raw materials, the electricity generation process, and the effects of disposing of the wastes. We looked up close at food production by reading The Omnivore's Dilemma, and learned how our food is grown (by both organic and industrial methods), and the effects of food production on natural systems. We finished our year by getting involved in "Citizen Science" while assisting with the local toad DETOUR project.

ATTAINING ACADEMIC STANDARDS THROUGH CURRICULUM IMPLEMENTATION

Green Woods Charter School incorporates Everyday Math for K-6, the Houghton Mifflin Reading program for K-6, Step-Up-To Writing for K-8, Handwriting without Tears for K-3, Lessons in Literacy K-8, History Alive Social Studies program for K-8 and we utilize the Holt series for Math for grades 7 & 8. While all of these may appear to be separate programs, by far, what makes Green Woods stand out from other charter schools is our own, unique EIC (Using the Environment as an Integrating Context) Curriculum. Through our EIC program, students are immersed in interdisciplinary investigations that both broaden their perspectives and deepen their knowledge.

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

immersed in experiential investigations providing them with ample opportunities to apply “systems thinking” to what they are learning.

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

The EIC Model encompasses integrated-interdisciplinary instruction as a means of addressing PA academic standards. Within this framework, teachers address academic standards in Science and Technology, Environment and Ecology, Social Studies, Language Arts, and more. Integration of both Technology and Art is also easily done.

Green Woods is happy to send any and all supporting documentation reflecting how our curriculum meets Chapter 4 mandates.

At Green Woods, center-based classrooms provide our K-3 students with opportunities to explore and learn in a purposeful situation; one where they can be immersed in literacy and math activities and learning. Centers are workspaces filled with focused activities and the materials necessary for those activities. Non-fiction books and trade books that support science content abound at Green Woods! Our commitment to developing an environmentally literate student requires that we provide a strong connection between the outside world and the classroom learning environment. Our library of trade books provides an opportunity to reinforce the language and vocabulary of science in a way that is relevant to our students’ hands-on learning making the whole learning experience more meaningful.

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

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

“Systems” thinking and our EIC curriculum begin in Kindergarten and, through a hands-on, project-based, inquiry, approach, allow our students to focus on how systems’ components interact with each other and the components of other systems. Learning about systems is not another subject added to the curriculum; it is instead a tool used to model and understand relationships in the real world.

The systems-thinking approach is embedded in the EIC model and helps students understand the complex interactions between natural and social systems, and develops strategies that facilitate the solving of complex problems.

Systems-Thinking Embedded in Green Woods’ EIC Model

Grades K-2

- Most things are made of parts (i.e. tree: leaf, bark, roots)

- When parts are put together, they can do things that they couldn't do by themselves
- Something may not work if some of its parts are missing
- Sometimes people aren't sure what will happen if a part is impacted because they don't know how everything might be connected.

Grades 3-5

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

Grades 6-8

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

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

A long tradition of research suggests that giving students more opportunities to participate in the management of their own classrooms and schools builds their civic skills and attitudes. Thus, giving students a voice in school governance is a promising way to encourage all young people to engage civically. This year we our Jr. School Leadership Team, made up of 7th and 8th grade students, were engaged in many projects that allowed them to take an active role in our school community and beyond.

Each year our 7th and 8th grade Peer Mediators were trained in Project PEACE (PEACEFUL ENDINGS FOR ATTORNEYS, CHILDREN AND EDUCATORS) which is a peer mediation program that strives to reduce conflicts and violence in schools by teaching children how to discuss and mediate their disagreements. The objective of Project PEACE is to neutralize minor conflicts before they become confrontations which can often lead to violent acts. Children become active participants in controlling behavior in their schools by taking the role of mediator.

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

In the Fall of 2009, our current Jr. SLT members received one-day of intensive training, delivered by conflict resolution expert, Leon Stimpson, to hone their peer mediation skills. This partnership was made possible through the PA Bar Association, the Office of the Attorney General, and Third Circuit Court of Appeals Judge and First Lady, Midge Rendell.

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

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

GREEN WOODS STUDENTS - GIVING BACK TO THEIR LOCAL AND GLOBAL COMMUNITIES

"Life's most persistent and urgent question is: what are you doing for others?"

-- Martin Luther King Jr.

Martin Luther King, Jr asked this important question and, true to our mission, Green Woods students answered his call by helping people and wildlife both locally and globally.

DONATION TO TAP-IT

JUNE 4TH—HIKE 4 HAITI - Together we raised **\$850.00** to help build and install clean water drinking filtration systems on the earthquake-battered island of Haiti. Our 5th grade spearheaded this effort, one of at least three fundraisers throughout the school year to assist Haiti. The 5th grade researched the most pressing current need in Haiti, and found that it is clean, safe drinking water.

Next they found the "TapIt" web site — and their Innovative Water Technology. This company developed the Sunspring, a portable, self-contained, solar-powered water purification system. The Sunsprings are being installed to provide Haitian children and their families with clean, pure drinking water. The impact of our amazing gift of \$850 can be calculated two ways: first, we can say that we've paid 1/3 the cost of installing a Sunspring. Second, we can say that we've covered the cost of providing drinking water to more than 30 families.

HELPING WILDLIFE RESCUE EFFORTS IN THE GULF!

Who hasn't seen the devastating photographs of helpless birds wallowing and wading in globs of oil? As a result of this terrible tragedy affecting wildlife throughout the Gulf area, the Jr. SLT felt the need to mobilize into action!! On Fun Day they raised over **\$250.00** from the sale of lemon sticks. The money raised will support the efforts of Tri-State Bird Rescue & Research—a non-profit organization located in Newark, Delaware— whose expert volunteers travel throughout the country and the world to rescue and rehabilitate wildlife impacted by oil spills.

DONATION TO CHILDREN'S HOSPITAL OF PHILADELPHIA—RND RESEARCH

Earlier this month, Jr. SLT member, Nicole DiGiovanni, who organized the middle school dance for RND, hand delivered a check to Dr. Sherry at the Children's Hospital of Philadelphia. Dr. Sherry is a leading expert in RND research of which Nicole's sister, and former GWCS student, was diagnosed. More than **\$1,500.00** was raised to support Dr. Sherry's work.

DONATION TO THE AMERICAN RED CROSS

The 8th grade really led the way this year with their giving spirit! From day one they pooled all of their fundraising efforts into supporting the American Red Cross and its work in Haiti. Then, at a school-wide assembly on June 10th, 8th grade, together with their first grade Hats 4 Haiti buddies, presented Robert Schroeder, of the American Red Cross, with a check for **\$2,000.00!!** The spirit of 8th grade and Green Woods Charter School will now travel to Haiti through the efforts of the American Red Cross.

INQUIRY-BASED LEARNING AND STANDARDIZED TEST RESULTS

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

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

Excerpt taken from Grade 4 summary by Kate Langdon (96% Proficient/Advanced in 2009 Science PSSA. This includes 6 of 7 of our IEP students!):

A Watershed Year!

Since the spring brought us such beautiful weather, the students were able to complete the last of their water quality tests at Smith's Run, and found the results to be similar to their first set of tests from September. Using their critical thinking skills, knowledge of water and its connection to nature the children were able to draw educated conclusions as to why the test results were similar.

Along with the water quality tests, the 3rd and 4th grade students journeyed to Slaughter Beach, DE in order to examine, first hand, the Delaware Estuary and the creatures that called the estuary their home. They impressed the guides with their ability to recognize numerous shore birds and answer questions regarding horseshoe crabs.

Excerpt taken from Middle School Science summary by Kathleen Geist (82% scored Proficient/Advanced in the 2010 Science PSSA.):

Why Did the Toad Cross the Road?

As is past years, our 8th grade worked with Lisa Levinson and other volunteers on the local DETOUR project: "Detour for Emerging Toads of Upper Roxborough." Lisa Levinson asked if our school could be involved in the community education portion of this project. Once our 8th graders learned about the life cycle of the American Toad, why they were migrating across busy Eva and Port Royal Roads every spring, and how many were getting crushed by car traffic, they were eager to help.

Our first project was to craft large, eye-catching posters for the traffic barricades. Our posters were seen by every driver arriving at the detour. Thanks to the news stories on local TV, many residents were aware of what was going on. The students' next project was to create several styles of PSAs (Public Service Announcements), which included informative articles, poetry, audio and video announcements. Lisa Levinson was delighted with the quality of the students' work.

Our commitment to the Department of Education and our students for next year and beyond is to continue to find the most innovative ways of delivering sound, academic, standards-based learning experiences, in all disciplines, to all of our students. As a charter school, we are mandated to do things differently — we are challenged to be unique, innovative, and successful. Green Woods is clearly meeting that challenge.

Green Woods 2010 PSSA Scores
Percentage of Students Scoring Advanced/Proficient

Grade 3

Math	62% Advanced/Proficient
Reading	66% Advanced/Proficient

Grade 4

Math	88% Advanced/Proficient
Reading	80% Advanced/Proficient
Science	96% Advanced/Proficient

Grade 5

Math	61% Advanced/Proficient
Reading	74% Advanced/Proficient
Writing	74% Advanced/Proficient

Grade 6

Math	78% Advanced/Proficient
Reading	80% Advanced/Proficient

Grade 7

Math	85% Advanced/Proficient
Reading	90% Advanced/Proficient

Grade 8

Math	88% Advanced/Proficient
Reading	100% Advanced/Proficient
Writing	71% Advanced/Proficient
Science	82% Advanced/Proficient

MEETING THE NEEDS OF OUR IEP AND STRUGGLING STUDENTS

To further support our IEP students and their success in the general curriculum, weekly planning times were designated to facilitate communication and collaboration between the Special Education Coordinator, Reading Specialist and the regular education teachers and paraprofessionals to support the achievement of the goals established in the students' IEPs. Green Woods professional development plan included the provision of training our staff on topics of Special Education Laws, Regulations, and Best Practices. We will continue to provide specially designed instruction by our Special Education teacher, Instructional Support Staff, and Reading Specialist who will implement a variety of programs, i.e. Wilson Reading, Lindemood Phoneme Sequence, Seeing Stars, Visualizing and Verbalizing, matching the needs to the students.

All of our students are fully included in the curriculum and all-school activities. Melinda Coughlin, GWCS' Special Education Coordinator supports students' participation in the general education curriculum and classes through a combination of push in and pull out services focusing on specific academic and/or organizational skill development. In addition, paraprofessionals — now known as our Instructional Support Team, under the

direction of the Special Education Coordinator more directly supported students with special needs. The IST responsibilities included small group or individualized instruction, progress monitoring support, and facilitation of prescribed sensory exercise programs.

Strengths and Challenges

Strengths: See Academic Standards Section

HOW WE ADDRESSED OUR 2009-2010 CHALLENGES AND IDENTIFIED STUDENT AND STAFF NEEDS

#1. Mentors

Just as we plan quality instruction with the end in mind, we need to do the same as we plan our support for new teachers throughout the school year. For new teachers, (both new to their positions and new to teaching) it meant that they had to dive in, head first, to our unique setting as well as our innovative, yet unfamiliar, curriculum framework. Our goal for our mentors was to have them be available to new staff to answer their ongoing day-to-day questions and walk them through our daily routines.

When educators become mentors, they take on a huge responsibility to ensure that new staff are familiar with daily routines. These routines are part of what our veteran teachers do, automatically, each day. Given the large turnover in staff, and the need for so many mentors, CEO Jean Wallace created a comprehensive Induction Program to outline what our mentors needed to know and be able to do to ensure that all of the necessary information about our routines, and how mentors could support these routines, would be included as part of their mentoring work.

This Induction Plan was created to help those charged with providing mentor support to be able to walk new teachers through school routines such as arrival and dismissal; field trip planning; report card processing; parent communications; fire drills; hiking protocol, health room communication, etc. The overall objectives of the Induction Plan are as follows:

- To implement a practical orientation program.
- To build a peer support group among new teachers.
- To create the structure for identifying and solving problems common to new teachers.
- To stimulate self-evaluation and use of resources.
- To identify and retain highly qualified staff.

IDENTIFIED NEEDS/CHALLENGES - A Needs Assessment survey was created and distributed to all teaching staff. The survey was collected and reviewed to identify the challenges each teacher was facing in his/her classroom and to devise a plan to successfully meet these challenges.

#1 LITERACY SCOPE AND SEQUENCE

The information gathered from these surveys identified the need for a well-crafted K-8 Literacy Scope and Sequence that would ensure that literacy skills were effectively being addressed as

well as which grade was responsible for teaching these skills. Green Woods hired a K-8 Literacy Coach whose task it was this year to design a continuum of skills from K-8 to ensure effective literacy skills were being taught.

During the 2010-2011 school year, our Literacy Coach worked individually with each teacher and collectively with the team to guide and support the implementation of this scope and sequence. THIS LITERACY SCOPE AND SEQUENCE WAS FINALIZED. WE WILL IMPLEMENT AND REVISE DURING THE 2010-2011 YEAR.

#2. INCREASE EIC/LITERACY INSTRUCTION

In the era of NCLB, there is a well-defined, strong emphasis on Math and Reading. As a school dedicated to using the environment as a focus for student learning, it is important that we also work to support the continued development of our integrated curriculum so that environment and ecology/science content can continue to be infused into our early and middle school reading programs.

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

Our EIC curriculum framework is an ever-evolving document. The needs of our students, as well as the ongoing needs of our staff, new to this framework, will determine the strategies that we employ to ensure that the delivery of our sound academic instruction will continue.

The Board of Trustees approved a line item in the budget that provided additional stipends for members of our teaching staff to work together in June, 2010, to further revise, edit, and define our EIC Curriculum framework. REVISIONS WERE CREATED AND, DURING THE 2010-11 YEAR WE WILL BE ALIGNING THESE DOCUMENTS WITH THE PDE SAS AND COMMON CORE STANDARDS IN ELA AND MATH THAT WERE RECENTLY ADOPTED BY THE STATE BOARD OF EDUCATION.

#3. NEED FOR SCHOOL-WIDE POSITIVE BEHAVIOR PLAN AND CONTINUITY IN CARRYING OUT DISCIPLINE PROCEDURES

Green Woods enjoys a solid reputation when it comes to parent and student satisfaction. But we all are aware that we can do even better when it comes to ensuring a safe learning environment for children and serving the needs of all of our students. Green Woods hired a Dean of Faculty and Students whose job it will be, among other tasks, to define and implement our school wide behavior plan and to ensure there is continuity in carrying out discipline procedures.

As we look ahead to the next several years of planning, it will ultimately be our budget that will determine the level of coaching and professional development experiences we are able to implement to support our teachers and the implementation of our curriculum goals. The very focus of our EIC curriculum framework requires teachers to continually improve both their content knowledge as well as their delivery of sound instructional strategies to support student learning. Our goal is to continue to build partnerships that will help us support these needs in the most cost-effective way.

#4. SUPPORTING IEP STUDENTS IN OUR FULL-INCLUSIVE CLASSROOMS

For 3/4's of the year, Green Woods reaped the benefits of having a full-time inclusion teacher work directly with our content teachers in our middle school. From March until June, Melinda

Coughlin, our Special Education Coordinator assumed this position, while she was also coordinator these efforts. Starting in September, Green Woods will, once again, be ensuring that our middle school team has the direct support they need from a full-time inclusion teacher to ensure that teachers are effectively delivering a rigorous standards-based curriculum while also meeting the needs of a diversity of learners. A FULL-TIME INCLUSION TEACHER IS BUDGETED FOR THE 2010-11 YEAR.

OUR ONGOING EFFORTS TO SUPPORT OUR CURRENT AND FUTURE GOALS

As was previously stated, the Board of Trustees made a financial commitment and allocating funding in the 2009-2010 budget to support stipends for our core team to revise, edit and refine our EIC curriculum framework. In addition, we hired a part-time Literacy Coach who will be staying on for the 2010-11 year. Her job will be to work with our core team, throughout the year, to implement and further define the K-8 scope and sequence based on the Reading, Writing, Speaking, Listening standards while looking also at the Common Core Standards which were recently approved by the State Board of Education. As with the development of our EIC curriculum framework, this new curriculum initiative will be a collaborative effort involving all members of the GWCS teaching team.

Once again, as we reflect back on our success, it would not have been possible without a collaborative effort of our teachers and community partners. Throughout our curriculum development process, Dr. Patricia Vathis of PDE's Office of Environment and Ecology and regional director for the EIC Model, has been our guide and mentor. Dr. Vathis is extremely pleased with our success as a school. She is committed to supporting our current and future goals and we are very grateful for her commitment to excellence and her continued support of Green Woods.

As the CEO, Jean Wallace has been working collaboratively with PDE for six years to gain support and funding for the design and implementation of our curriculum. Our future efforts will continue to reflect the Department of Education's mandates, Charter School Law, and NCLB requirements.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Green Woods Charter School is on the cusp of an expansive growth opportunity. The ongoing demand for our program far exceeds our ability to increase enrollment at our current site. The Green Woods Charter School Board of Trustees has a newly-appointed Facilities Strategic Planning Committee that meets regularly to further define and discuss action plans based on the most current information available to us.

Our prior strategic plan, submitted in 2007, established five goal areas and delineated specific actions within each area of this plan. For years, this plan served as a framework from which the Board planned to work with the Schuylkill Center for Environmental Education to expand our school on the current site. In February of 2010, the Schuylkill Center made the decision that if Green Woods was going to grow, we would now have to do so off-site.

Over the past several years, Green Woods has provided numerous requests to the SRC and the School District of Philadelphia, both in writing and in person, attempting to get answers regarding the process and criteria for granting approval for Green Woods to acquire more students. In the spring of 2009, the Board held a meeting with Ben Rayer, Associate Superintendent of Charter Schools in Philadelphia, to discuss the process for requesting additional students. As you can imagine, effectively planning for our future was difficult when we had no clear understanding of when/if/how our request for additional students might be answered.

Finally, in February of 2010, the SRC approved a policy allowing charter schools to submit an application to increase enrollment.

On March 26, 2010, Jean Wallace submitted a Modification Application, which included a five year academic plan; financial and personnel plan, and facilities plan, to the School District/SRC to increase our enrollment starting in September 2011. The application was comprehensive in nature and included all of the required information and strategic projection plans. Green Woods was promised a decision by the SRC in 8-12 weeks from April 5, 2010. On June 16th the SRC made the decision to delay this decision until a later date, possibly sometime in winter.

This section does not permit the ability to add documents. See attached PDF's listed in the documents repository section of the Annual Report:

#1. Strategic Planning Document - Academic Program

#2. Strategic Planning Document - Financial and Personnel Projection

#3. Strategic Planning Document - Facilities Planning and Projection

At 2:00PM on July 13, 2010, Jean Wallace, CEO, met with Ben Rayer, Chief of the Charter School Office in Philadelphia at the School District of Philadelphia HQs. Mr. Rayer stated that the SRC "gave its word" that they would be making a decision in January of 2011 on our Modification Application. Based on the internal criteria and data used by the SDP, it was concluded that Green Woods was "at the top" of the SRC list based on student achievement and other factors. Based on this criteria and past awards of students to other charter schools, Mr. Rayer stated that we should get "all of the students we requested." In fact, Mr. Rayer suggested that we may want to be more aggressive in accepting new students up front in order to reach our allocation more quickly and, if so, to submit a letter, to him, as an addendum to our application. Mrs. Wallace assured Mr. Rayer that we would take this suggestion under advisement, but preferred to plan effectively as opposed to aggressively.

It was told to Jean Wallace at this meeting with Mr. Rayer that had we requested the students for September 2010, we would have easily gotten them based on the criteria used by the SRC. Mr. Rayer also understood that "Green Woods, however, wanted and needed to plan effectively" for this increase in students.

Mr. Rayer's directive to Jean Wallace was to ensure that we "have everything lined up - the ground and/or building site, an architect, building plans, bank financing, etc. and be ready to go when the decision is made in January."

With this in mind, our Strategic Planning Committee will continue working over the next few months with our controller and other experts to establish a timeline for our future expansion based on this January, 2011, timeframe and approval by the SRC.

We are grateful for the opportunity to serve additional students and look forward to many more years of delivering a successful program to current and future students.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Coughlin, Melinda	Green Woods Charter School	Administrator	Jean Wallace, CEO
Meketon, Rick	Green Woods Charter School	Parent	Board of Trustees
Santilli, Gerald	Santilli and Thomson	Business Representative	Board of Trustees
Sunshine, Barry	Aztec Solar	Business Representative	Board of Trustees
Wallace, Jean M.	Green Woods Charter School	Administrator	Board of Trustees
Winters, Dennis	Green Woods Charter School, President	Community Representative	Board of Trustees

Goals, Strategies and Activities

Goal: Ensure Ongoing Content Integration at the Middle School Level

Description: To support curriculum integration, team-teaching time will be incorporated into the middle school schedule allowing for direct observation of content goals.

Strategy: Incorporate team-planning time in the schedule and provide opportunities for team meetings

Description: The team requested "team planning" time for the 2010-2011 school year. The schedule is being written allowing for a variety of team planning times which will occur once per week.

Activity: Hold middle school team meetings to ensure content integration

Description: Middle School teams will meet to discuss opportunities for content integration

Person Responsible Timeline for Implementation Resources

Geist, Kathleen	Start: 9/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Induction Program Revised Based on New Teacher and Mentor Input

Description: Green Woods had a significant staff turnover at the beginning of the 2008-2009 year. The 2008-2009 year was a year of transition. The Induction Plan implemented in the 2008-2009 year was rated as "extremely effective" by new staff.

Strategy: CEO will meet with Induction Team and monitor progress

Description: Induction team provided written input monthly to CEO. New teachers in the 2010-11 year will continue to be mentored by current staff.

Activity: Induction Program will be carried out throughout the year

Description: Green Woods will assign an induction mentor to coordinate the induction program for new middle school staff.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/9/2009	During the 2008-2009 school year, a one-on-one mentor was assigned to each new staff member. Monthly meetings were held and specific goals and topics were assigned for each month. (See Induction Plan) Both mentors and their assigned staff members provided a written assessment of the strengths of the program and provided suggestions for how to revise the Induction Plan so that it better meets our needs.
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Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachments

- AYP Status 2009
- Green Woods PVAAS Data 2007, 2008, 2009
- PSSA Comparison Data - GWCS, Phila., State
- PVAAS Data for 2007, 2008, 2009
- Raw Data - 2010 PSSA Results

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Green Woods Charter School incorporates Everyday Math for K-6, the Houghton Mifflin Reading program for K-6, Step-Up-To Writing for K-8, Handwriting without Tears for K-3, Lessons in Literacy for K-8, History Alive Social Studies program for K-8 and we utilize the Holt series for Math for grades 7 & 8. While all of these may appear to be separate programs, by far, what makes Green Woods stand out from other Charter Schools is our own, unique EIC (Using the Environment as an Integrating Context) Curriculum. Through our EIC program, students are immersed in interdisciplinary investigations that both broaden their perspectives and deepen their knowledge.

The foundation for Green Woods award-winning EIC Curriculum is the PA Academic Standards for Environment and Ecology which focus on the real world and how it works. Green Woods Charter School teachers spent four years working directly with the PA Department of Education to ensure that our curriculum was meeting Chapter 4 requirements.

Integration of all other academic content areas flows easily into the E&E standards and our EIC model. Embedded within our EIC model is something the experts refer to a “systems thinking.” Systems are found in both the natural as well as the social world in which we live. Examples of natural systems include ecosystems, forests, and streams. Social systems include communities, schools, government, and transportation. Using the environment as the focal point for our curriculum allows Green Woods students to become immersed in experiential investigations providing them with ample opportunities to apply “systems thinking” to what they are learning.

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

The EIC Model encompasses integrated-interdisciplinary instruction as a means of addressing PA academic standards. Within this framework, teachers address academic standards in Science and Technology, Environment and Ecology, Social Studies, Language Arts, and more. Integration of both Technology and Art is also easily done. Green Woods is happy to send any and all supporting documentation reflecting how our curriculum meets Chapter 4 mandates.

CURRICULUM RESOURCES UTILIZED BY GREEN WOODS

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

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

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

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

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

"Systems" thinking and our EIC curriculum begin in Kindergarten and, through a hands-on, project-based, inquiry, approach, allow our students to focus on how systems' components interact with each other and the components of other systems. Learning about systems is not another subject added to the curriculum; it is instead a tool used to model and understand relationships in the real world.

The systems-thinking approach is embedded in the EIC model and helps students understand the complex interactions between natural and social systems, and develops strategies that facilitate the solving of complex problems.

- Systems-Thinking Embedded in Green Woods' EIC Model

Grades K-2

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

Grades 3-5

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

Grades 6-8

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

FOR ADDITIONAL INFORMATION PERTAINING TO OUR PROGRAM - PLEASE REFER TO THE ACADEMIC STANDARDS SECTION OF THIS REPORT.

FOR ADDITIONAL INFORMATION PERTAINING TO EXTRA SUPPORT PROVIDED TO STRUGGLING STUDENTS, PLEASE SEE THE "STRENGTHS AND CHALLENGES" SECTION OF THIS REPORT.

Rigorous Instructional Program - Attachments

- Professional Education Plan Approval Letter 2010
- induction letter.pdf
- Grade 1 EIC curriculum map
- Grade 2 EIC curriculum map
- Grade 3 EIC curriculum map
- Grade 4 EIC curriculum map
- Grade 5 EIC curriculum map
- Grade 6 EIC curriculum map
- Grade 7 EIC curriculum map
- Grade 8 EIC curriculum map
- K - EIC curriculum map

English Language Learners

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

Student participation in the ESL program is based on the needs of individual students. The results of the Home Language Survey and assessments in listening, speaking, reading and writing will

determine the needs of the student. Every student who registers in the GWCS will complete or will be assisted in completing the Home Language Survey. When the Home Language Survey indicates that the student was born in another country or that English is not the language spoken in the home the student will receive English as a Second Language instructional programs.

English Language Learners - Attachment

- LEP Report - Green Woods_09-10

Graduation Requirements

N/A

Special Education

During the 2009-2010 school year, Green Woods Charter School served 29 students with special needs (14% of our student body). Over the course of the year, one of these students were discharged from services, as they no longer required specially designed instruction and related services. Seven students were evaluated and identified as eligible to receive services. The disability groups served include students with learning disabilities, emotional disturbance, autism, other health impairments, and speech and language disabilities. Specially designed instruction is provided by the certified special education teacher, the reading support teacher, and/or instructional assistants under the supervision of the special education coordinator in collaboration with classroom teachers.

The reading support teacher implements a variety of programs, i.e. Wilson Reading, Lindamood Phoneme Sequence, Seeing Stars and Visualizing and Verbalizing, matching the program to the needs of the students. All of our students are fully included in the curriculum and all school activities.

Due to significant learning disabilities that were impacting academic progress in the general education curriculum, Every Day Math, this year five students in 3rd grade received math instruction through Saxon Math.

The special education teacher supports students' participation in the general education curriculum and classes through a combination of "push in" and "pull out" services focusing on specific academic and/or organizational skill development. In addition paraprofessionals, under the direction of the special education coordinator support students with special needs. Paraprofessional responsibilities may include small group or individualized instruction, organization/study skills support, progress monitoring support, and facilitation of prescribed sensory exercise programs.

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

In addition to the specially designed instruction, GWCS provides the related services as required by the students' IEP's. We currently contract the services of a speech therapist, an occupational therapist, guidance counselor, and a certified school psychologist. The school psychologist

performs initial evaluations to identify students eligible for special education services, as well as re-evaluations.

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

Special Education Support Staff:

- Special Education Coordinator/Teacher, M.Ed. and certified in Sp.Ed.K-12 and Special Education Supervision- currently oversees provision of services as well as providing direct services to students and instructional planning with regular education teachers.
- Special Education Teacher: Upper school
- Reading Support Teacher: Provides remedial reading one to one or in small groups
- Instructional Assistants in Grades K through 4, under the guidance of the special education coordinator, support IEP goals and progress monitoring
- Related services including speech therapy and occupational therapy, are provided by Pediatric Therapeutic Services and counseling and ed-psych testing through Catapult Learning.

Special Education - Attachment

- Special Education Policies 2010

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Anne Marie McNichol	.90	reading teacher, resource support	Green Woods Charter School	15	provides DRI ; Wilson, Seeing Stars, Lindamood Bell.
Melinda Coughlin	1.0	LS, ES, AS inclusion support	Green Woods Charter School	17	Inclusion support; 'pull-out' small group instruction
Sandy Hayes	1.0	LS	Green Woods Charter School	15	3rd and 4th grade math pull out ; Great Leaps and word work
Ruth Taylor	.25	LS	Green Woods Charter School	10	Kindergarten and specials support
Christy Coughlin	1.0	LS	Green Woods Charter School	3	1st and 2nd grade inclusion support; 1st grade math small group support; RTI activities:Great Leaps and word work
Diane Wachs	.25	Speech and Language Support	Green Woods Charter	13	Speech Therapist

			School		
Michaella Khatchadorian	.10	OT	Green Woods Charter School	12	Classroom Consultation, sensory diets, direct service to 3 students
Rebekah Kanefsky	.30	Counseling	Green Woods Charter School	13	Social skills groups, anger management, anxiety
Andrea Reek	1.0	Special Ed. Inclusion Teacher : 5th - 8th	Green Woods Charter School	12	Employed Sept., '09-Feb., 2010

Special Education Program Profile - Chart II

Organization FTE Type of class or support Location # of Students Other Information

N/A	0	N/A	N/A	0	N/A
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Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator/Teacher	Green Woods Charter School	1.0
Reading Teacher	Green Woods	.9
Kindergarten Assistant	Green Woods	.2
1st grade Assistant	Green Woods	.5
2nd grade Assistant	Green Woods	.5
3rd -4th grade Assistant	Green Woods	1.0
Upper School Special Ed. Teacher	Green Woods	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Catapult Learning Incorporated	Counselor	25 hours
Pediatric Therapeutic Services	Speech and Language Therapist	13 hours
Pediatric Therapeutic Services	Occupational Therapist	3 hours
Catapult Learning Incorporated	School Psychologist	varied pending evals and re-evals

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
DIBELS	Yes	Yes	Yes	No	No	No
DRA	Yes	Yes	Yes	Yes	Yes	Yes
Benchmark Assessments	Yes	Yes	Yes	Yes	Yes	Yes
Curriculum-Based Measurements	Yes	Yes	Yes	Yes	Yes	Yes
TerraNova	No	No	No	No	No	No
PSSA	No	No	No	Yes	Yes	Yes
Acuity Predictive Test (Mandated by Phila.)	No	Yes	Yes	No	No	No
PSSA M	No	No	No	No	No	Yes

Student Assessment - Secondary

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

Student Assessment

Student Assessment

Spring 2010 PSSA Results — GRADES 3 - 8

Grade 3
Math **62% Advanced/Proficient**
Reading **66% Advanced/Proficient**

Grade 4
Math **88% Advanced/Proficient**
Reading **80% Advanced/Proficient**
Science **96% Advanced/Proficient**

Grade 5
Math **61% Advanced/Proficient**
Reading **74% Advanced/Proficient**
Writing **74% Advanced/Proficient**

Grade 6
Math **78% Advanced/Proficient**
Reading **80% Advanced/Proficient**

Grade 7
Math **85% Advanced/Proficient**
Reading **90% Advanced/Proficient**

Grade 8	
Math	88% Advanced/Proficient
Reading	100% Advanced/Proficient
Writing	71% Advanced/Proficient
Science	82% Advanced/Proficient

Strengths/Concerns - Please refer to the appropriate section of the Charter Annual Report to see a summary of strengths and concerns.

Mathematics and Literacy

Green Woods Charter School has just completed our 6th year of using the Everyday Math (EDM) curriculum used by many progressive schools and districts. The spiral in EDM allows for concepts to be repeated again and again, enabling students to be reintroduced to specific terms and functions in mathematics. "The Everyday Math Curriculum inspires both teachers and students to break through traditional math barriers and explore math concepts that aren't usually taught at their respective grade levels."

Lessons in Literacy is a program that helps students listen actively to take in important information, speak effectively to communicate information to an audience, and gather different kinds of information through viewings. The skills and lessons in Lessons in Literacy represent the major competencies addressed in the Reading, Writings, Listening and Speaking standards. Each assessment in Lessons in Literacy has been designed and developed to evaluate a student's progress in a particular skill or strategy such as "Make Inferences." Each assessment item also features one or more test item formats selected or designed specifically to test a particular skill or strategy in the most direct and most effective way possible.

For those Green Woods students who are struggling in Mathematics or Reading, they are first screened by our Special Education Coordinator to rule-out specific learning disabilities. If found to be in need of specialized instruction, some students are given accommodations, while others are instructed in Saxton Math - which is an alternative curriculum that utilizes more direct instruction and repetition.

Green Woods designs and implements an individualized education program to help meet the needs of the child. For students in need of learning a few simple strategies to enhance independent reading, these students are assigned one-on-one time or scheduled as part of small group instruction with Green Woods Reading Specialist, Special Education Coordinator, or Instructional Support Personnel. Response to Intervention and Progress Monitoring have helped us make significant improvements in the knowledge and skills of our struggling and IEP students.

We are especially pleased that, through this small-group instruction and ongoing monitoring, that many of our IEP students reached proficiency in Math and Reading! And, six out of 7 of our IEP students in the 4th grade scored either proficient or advanced in the Science portion of our PSSA. This is a strong testament to the overwhelming success of our approach to teaching science.

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

Student Assessment - Attachments

- AYP Status 2009
- PSSA Comparison Data - GWCS, Phila., State
- Green Woods PVAAS Data 2007, 2008, 2009
- PVAAS Data for 2007, 2008, 2009
- Raw Data - 2010 PSSA Results

Teacher Evaluation

At Green Woods Charter School, the evaluation process this year, as with our prior year, was to provide very targeted support by our Literacy Coach based on the identified needs of each staff member. This method of evaluation, professional development and support is supported by research published by PDE (attached) *"Coaching is one model of professional development that has shown potential to improve the knowledge, skill, and practice of teachers, thus, enhancing student achievement."*

In addition, this year the entire staff focused on the goal of developing a format that we believed would provide direct feedback as well as a comprehensive way to evaluate the "effectiveness" of our teachers. This evaluation was a three-part process:

#1 - Teachers had one-on-one meetings with the CEO to define their own professional development goals and outline what steps they were going to take to reach these goals;

#2. Teachers formed a "Teacher Evaluation Committee" made up of a diversity of staff. This Committee examined the latest research in evaluating teacher effectiveness and designed a classroom observation form that was used by the CEO to observe and provide feedback on classroom instruction;

#3. The Committee created a parent survey to provide parents with an opportunity to offer feedback to their child's classroom teacher/s.

CEO Jean Wallace has dual leadership certifications: Principal K-12 and Supervisor, Curriculum and Instruction. In pursuing these certifications, she gained a wealth of knowledge and skills to better assess, evaluate, and support teachers in the classroom. Jean also holds her Master's Degree and PA Certification in Environmental Education and her B.A. and PA Certification in Elementary Education.

Teacher Evaluation - Attachments

- COACHING AS PROFESSIONAL DEVELOPMENT - PDE RESEARCH
- Classroom Observation Form
- Education Week Article - Dr. Ted Hershberg - Penn Professor and author of "A Grand Bargain for Education Reform."
- Family Survey Form - Middle School
- Family Survey Form K-4
- Teacher Evaluation - Charlotte Danielson
- Teacher Evaluation - Ed Week Article
- Teacher-Identified Professional Development Goals

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2009-2010 school year, the Board accepted new board members to fill vacant positions. In addition, the Board developed a more formal process for evaluating and recruiting prospective board members.

Green Woods operated with a full board during the 2009-2010 year.

Two members of the Board will be cycling off in August 2010. The Board Recruitment Committee will interview five prospective candidates in July. It is anticipated that the Recruitment Committee will bring new candidates forward in August to fill the seats of board members that are leaving. Green Woods is expected to operate with a full board for the 2010-2011 school year.

Comprehensive training for the Board of Trustees will take place in the fall of 2010 once a full board is seated.

Jean Wallace, the CEO of Green Woods Charter School, remained in place for the 2009-2010 school year. The Board approved a three-year contract for Jean Wallace to remain as the CEO through June of 2013.

In addition, the Board of Trustees approved a new leadership position of Dean of Faculty and Students. The role of the Dean will be to provide ongoing support and direct mentoring and oversight to new and veteran teachers. The goal is through daily classroom visits, the Dean will identify areas of need and put support structures in place to meet those needs. Among other responsibilities, the Dean will be responsible for teacher evaluations, for supporting the development and implementation of the school-wide positive behavior plan, as well as oversight of student discipline.

On June 23, 2010, the position of in-house school Business Manager was eliminated by the Board of Trustees.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Dennis Winters	President
Rick Meketon	Vice President
Joan Carr	Treasurer
Tom Schrand	Secretary
Laura Schwingel-Sauer	Trustee
Dennis Wesley	Trustee
Julie Stapleton-Carroll	Trustee
Barry Sunshine	Trustee
Micah Gold-Markel	Trustee

Professional Development (Governance)

In January of 2010, Board training was provided to Board members by Board Training experts through our Controller: Santilli and Thomson. This training was conducted in collaboration with the School's law firm of Wisler, Pearlstine.

The 6-hour training session focused on the role of the board of trustees, as well as Board Ethics, Sunshine Law, Curriculum and Instruction, and Board Confidentiality. In addition to receiving a copy of the bylaws and board procedures, each member received a copy of Brian Carpenter's book titled, "Charter Board University."

Throughout the year, the Board also met with the Special Education Coordinator to learn more about Special Education Laws and Regulations as well as the CSAP and other processes and needs relating to Special Education.

The CEO attends all board and committee meetings and regularly updates the Board on any new guidelines, mandates, and accountability measures.

Board Members receiving training in January 2010 were as follows: Dennis Winters, Barry Sunshine, Dennis Wesley, Joan Carr, Rick Meketon, Micah Gold Markel, and Laura Schwingel-Sauer. Julie Stapleton-Carroll and Tom Schrand did not attend this training.

Coordination of the Governance and Management of the School

During the 2009-2010 school year, the Board continued to work towards defining and establishing an effective system of governance and ensuring that Green Woods had written policies and procedures outlining the daily operations of the school.

The board created, and has now required all members of the board to complete, a board self-assessment and governance assessment as well as a board profile. All members were required to sign forms indicating that they understand and agree to the job description of a board member.

From these documents, the Board Recruitment Committee will identify and interview prospective candidates to fill any void in knowledge and/or skills. The Committee will make recommendations for new members whose strengths will help build a more focused and better-functioning Board of Trustees. Additional training and professional development for the newly-seated Board as a whole will be based on the information gathered from these documents.

CEO Jean Wallace enjoys an excellent working relationship with Stacy Goodman, the Green Woods contact at the Office of Charter Schools in Philadelphia. Stacy checks in often; stops by the school on occasion, and always does her best to troubleshoot any concerns, within her scope of authority, as they arise and in a timely manner.

All Board Meetings are held in the cafeteria of the school.

Coordination of the Governance and Management of the School - Attachment

- 2010-2011 School Calendar Including Board Meeting Dates

Community and Parent Engagement

During the 2009-2010 school year, GWCS focused on strengthening its school community and provided many opportunities for parent involvement in the form of a 20 hour per family commitment Volunteer Program. Opportunities for parents to fulfill their required service included volunteering in classroom activities, assisting in organizing school-wide community events and fundraising events, and helping to maintain the facility and grounds. The Board, with the cooperation of the staff, encouraged the school community to participate in all school activities.

The parent community is informed of events in the form of a school bulletin that is sent home weekly and is also available on the school's website. Events and updates such as "What We're Up to Now" are posted on each classroom page of our website.

The website and school bulletin, in addition to the school's "one-call" system act as a communication network for keeping families informed. Parents are notified of school events and relevant information. These activities included, but were not limited to, Board meetings, class field trips, weekly school events, celebrations and workshop trainings on homework help, adolescent issues, bullying, and more.

Green Woods also provides a "public comment" time at all board meetings where the general public can provide feedback or share ideas with the Board. In addition, the CEO's door is always open and she regularly updates the community directly and personally responds to e-mails from the community.

In addition, all five of those applying for open seats on the Green Woods Board of Trustees are parents. Those applying, who are current parents, indicated that they are extremely pleased with the leadership and education their child is receiving and want to be on the Board to help define and support the school's strategic plans for its future.

The Home School Committee, a group consisting of parents, also holds regular meetings at the school to communicate any concerns and well as provide opportunities for parent involvement in activities such as our Scholastic Book Fairs, Fun Day, Museum Night, and other related activities. Green Woods is fortunate to have such a caring and committed group of parent volunteers.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Since joining Green Woods in 2004, CEO Jean Wallace, has generated grants and scholarships totaling more than \$250,000.00 to support our curriculum and instruction goals. The highlight of this funding stream came from a \$50,000 grant from PECO-Exelon. This funding allowed us to create an incredible website that now provides a window into the exceptional teaching and learning happening each day at Green Woods. In addition, the partnership between the Department of Education and the Department of Environmental Protection has provided ongoing sources of funding that have allowed us to develop, implement, and purchase resources to support our EIC curriculum.

Our website has attracted potential parents from as far away as London, England and Iraq!

In addition, start-up charter schools from Georgia to New York; from Bermuda to St. Louis, have accessed our website, and visited Green Woods to gain information regarding our successful curriculum model.

Using the Green Woods EIC curriculum framework, these schools created pre-application proposals with the goal of opening up EIC-based charter schools in their own regions. The

Environmental Charter at Frick Park in Pittsburgh is a shining example of how Green Woods' success can be used to jumpstart the success of others. As a direct result of Green Woods curriculum, Frick Park opened its doors to 250 K-3 Pittsburgh students in September of 2008. Seven Generations Charter School (Lehigh Valley) and Growing Up Green Charter School (Bronx, NY) opened in September 2009. We are also providing support to the Hudson River Charter School in West Chester, NY.

The Home and School Committee raised a total of \$10,000 during the 2009-2010 school year and provided a wealth of instructional resources to support students and teachers in the classroom.

In addition, Megan Keel, a GWCS parent, arranged for JunkDrawer Media to shoot a promotional video at Green Woods Charter School to help us promote our school and our future growth.

Along with raising funds to support our own needs, throughout the year, our generous students raised funds for the Red Cross, Children's Hospital, Tri-State Bird Rescue and Research and for a company that provides safe-drinking water in Haiti. Their fund raising efforts generated over \$5,000.00.

The Recruitment Committee of the Board of Trustees will be focusing its efforts to bring new board members to Green Woods that have a successful track record of spearheading capital campaigns and success in major fundraising.

Fiscal Solvency Policies

The Board of Trustees plans to adopt new financial policies and procedures which include the topics - budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc. This will occur at the August, 2010 meeting.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The CEO works directly with the Controller to ensure fiscal accountability and solvency. The Controller provides financial reporting to the board of trustees and CEO on a monthly basis. The controller meets with the CEO regularly and attends all board and finance committee meetings.

Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

Accounting System

The accounting system is QuickBooks and is loaded with the State Chart of Accounts. Transactions are posted by school administrators that work in direct collaboration with the CEO and the school's Controller.

A trial balance, statement of revenue and expenditures, and a statement of disbursements are prepared monthly.

Reports are generated in compliance with State requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- GWCS Revenues and Expenditures Excel Spreadsheet
- Revenue and Expenditures PDF with Narrative

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

The school's auditing firm is Zelenkofske and Axelrod LLC. The last audit is dated May 6, 2010 for fiscal year 2008-2009 and has a clean unqualified opinion with no significant findings. It is impossible to submit an audit for 2009-2010 by August 1, 2010.

Green Woods Charter School management letter contained two findings. The findings and managements' corrective action are listed below.

Condition:

As a result of our testing of Cash Disbursement internal control procedures, ZA noted that 12 out of 53 invoices did not include proper authorization for the disbursement. ZA also noted that 9 out of 53 invoices could not be located for review.

Auditors' Recommendation:

Green Woods should implement procedures to ensure that all invoices are approved prior to disbursement and appropriately filed.

Management's Response:

Management has implemented new policies and procedures to ensure that invoices have proper approval and are filed at the Controller's office.

Condition:

As a result of our testing of Cash Receipts internal control procedures, ZA noted that 5 out of 77 deposit slips and supporting documents could not be located for review.

Auditors' Recommendation:

Green Woods should implement procedures to ensure that all deposits are appropriately filed.

Management's Response:

Management has implemented new policies and procedures to ensure that all deposits are appropriately filed.

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

- AUDIT REPORT 2008-2009

Citations and follow-up actions for any State Audit Report

No state audits were performed during this year.

SECTION VII. FACILITY RESPONSIBILITIES

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

Furniture and equipment were purchased after obtaining quotations from various vendors. The capital expenditures for the year include the purchase of computer equipment, printers, and furniture items.

Future Facility Plans and Other Capital Needs

After many years of requesting the opportunity to serve additional students, in February of 2010 the School Reform Commission of Philadelphia approved a policy whereby charter schools could apply to the School District of Philadelphia for either an increase in enrollment or a change in grade configuration. This "Modification Application" was submitted by Green Woods to the School District of Philadelphia with the promise from the SRC that we would have an answer to our request for additional students within 8-12 weeks of the April 5, 2010 deadline.

Green Woods submitted a comprehensive application binder answering all of the questions outlined in the policy. All required supporting documentation was included in this binder. This application projected enrollment, facilities needs, personnel needs, and how we would effectively and successfully provide the necessary supports for new, incoming students.

We were promised a decision at the June 16, 2010 SRC meeting. Unfortunately, this decision did not materialize, leaving us in total limbo. As anyone can imagine, it is impossible to carry forward a multi-year strategic facilities and financial plan when a school has no idea how many students it will be permitted to serve in the future.

While Green Woods has an incredible demand for our school and our program, we cannot meet these demands if we are not given approval to increase our enrollment. If we are given approval, we need to begin the important process of short-range and long-range planning. However, these plans need to be based on actual data and real numbers. Funders will not provide financial backing to a school whose ability to pay back a debt service is not based on actual financial projections.

Our request would have us accepting 150 additional students in September of 2011. Preparing for these students can take as long as 18 months or more. We are at a critical point in our planning timeline. As such, we are continually requesting that the SRC make its decision so that Green Woods can and will effectively plan for additional students for the 2011-2012 school year.

On July 13, 2010, CEO Jean Wallace met, again, with Ben Rayer, Chief of Office of Charter Schools in Philadelphia at the School District HQs. Among other things, at that meeting Mr. Rayer confirmed that if the SRC was going to vote on our application for additional students, it would not be until possibly January or February of 2011. He advised that Green Woods submit an addendum to our original application immediately, to him, and request more students (K-3 instead of K-2) the first year (September of 2011) so that, once approved, we could reach our full capacity more quickly.

See Strategic Planning Section for additional information. See Documents Repository for related documents

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

GWCS School Health Services Annual Report Narrative

2009-2010

Green Woods Charter School (GWCS), Student Health Services is in compliance with the State of Pennsylvania by maintaining the records of the student private physician physicals for our Kindergarten, all new incoming students and for our 6th grade students.

GWCS Health Services maintains private medical, dental examination records, provides growth screenings, student body mass index percentiles, vision, hearing and scoliosis screenings, maintaining the State of Pennsylvania required tuberculosis screening on our staff and volunteers, as well as treatment of acute and chronic illness, first aid, emergency care, medication administration, maintenance of student health records, state immunization records and state annual immunization report, health counselor, promotion of wellness, and ongoing safety assessment of the school facility.

GWCS Health Services does annually submit to the Department of Health "Request for Reimbursement" for the costs associated with our school health services as stated in Article XXV of the Pennsylvania Public School Code.

GWCS does not participate in the National School Lunch Program (NSLP) or the Breakfast Program (SBP) due to our limited building facilities; therefore our wellness policy does not specifically address issues in regard to providing nutritional meals to our students.

GWCS held 6 fire drills during the 2009-2010 school year - 2 drills were observed by the local Philadelphia Fire Department - Engine 66.

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

- Wellness Policy
- SHARRS REPORT 2009-2010

Current School Insurance Coverage Policies and Programs

Health

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

Dental

United Concordia — Dental Insurance

PSERS Retirement

403 (b) Retirement (employee paid):

Lincoln Investment Planning

ST/LT Disability Insurance (employer paid):

The Hartford

Flexible Spending Account (employee paid):

BMC Group

Commercial Insurance Portfolio

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

Current School Insurance Coverage Policies and Programs - Attachment

- Certificate of Liability Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2009-2010 school year, one member of the team left, mid-year, to spearhead a new special education program in her home district of Souderton. Only one member of the teaching team, Allison Hart, our Kindergarten teacher, elected not to return after the 2009-2010 school year to stay home and be a full-time mom. Green Woods received more than 80 applications to fill this one Kindergarten position. After an extensive review process, a highly qualified teacher was selected to fill this position.

Green Woods Charter School employed nine lead teachers, three instructional support staff, 4 specialist teachers (a full time art teacher, 1 part time Spanish, 1 part-time music teacher and 1

part time technology teacher). We had 98% of our staff as HQT status during the 2009-2010 School Year

Looking ahead to the 2010-2011 school year, all members of the teaching staff, required to be HQT, will be qualified to teach their grade and subject matter. Our part-time music and part-time technology teachers will be moving from part-time to full-time.

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

Our full-time certified school nurse will also be returning for the 2010-2011 school year.

Quality of Teaching and Other Staff - Attachments

- PDE 414 Report 2009-2010
- PIMS Personnel Report 2009-2010

Student Enrollment

During the 2009-2010 enrollment period, more applications were submitted than we had open seats for all available grades. Therefore a lottery was conducted to fill the available slots per grade level. After all seats were offered and filled, a student waiting list was created per grade and in number order of the student's lottery number. As openings occurred, the next family in line was contacted and offered a slot. Siblings of students who were already enrolled were automatically accepted in the program if a slot became available.

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

ENROLLMENT DATA

<u>Grade</u>	<u>Initial Enrollment</u>	<u>Withdrawals</u>	<u>Additions</u>	<u>Schools Transferred</u>	<u>Final Enrollment</u>
K	24	1	0	Out of State	23
1	24	0	0		24
2	24	0	0		24
3	24	0	0		24
4	25	0	0		25
5	24	0	0		24
6	24	0	0		24
7	20	0	0		20
8	17	0	0		17

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

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

Most student transfers from Green Woods can be attributed to parents moving out of the City of Philadelphia. Many have expressed their concern that they want to have their students in a new school well in advance of the high-school process. Our parents are intimately aware of the lack of choice for quality high schools in Philadelphia.

During the 2009-2010 school year, a total of 1 student moved out of the City of Philadelphia to live in another state.

At the end of the 2009-2010 school year several students have withdrawn for various reasons. One student completed the 7th grade and will attend William Penn Charter School for the 2010-2011 school year. One family of 3 students completed Kindergarten, Second, and Fifth grades and has withdrawn from Green Woods Charter School after moving to a residence within the Colonial School District. The letter written to Green Woods outlining the reason for this decision was directly related to the oldest student and the family's concern about high school options. Although this student thrived at Green Woods, the family made the difficult decision to move from Chestnut Hill to the suburbs to ensure a quality high school for their son.

After completing Third and Fourth grade, two other students withdrew from Green Woods Charter School at the end of the school year and will be enrolling in their home district of the Colonial School District, as well. Still another student who has completed sixth grade will be attending his home district of Springfield Township next year.

There were no expulsions during the 2009-2010 school year.

Due to its continuing lack of facility space, Green Woods Charter School is under-enrolled based on our original charter application of 225 students. With Board of Trustees approval, Green Woods has raised the per-grade cap of students in each grade from 24 to 25. Unless by Board Resolution for a specific circumstance, our policy restricts the acceptance of new applications for 7th and 8th grade.

SEE STRATEGIC PLANNING SECTION FOR ADDITIONAL INFORMATION REGARDING OUR PLANS FOR GROWTH.

Student Enrollment - Attachment

- Admissions Policy

Transportation

Students of GWCS are provided transportation through a bus company assigned to us by The Philadelphia School District. Students in grades 1 through 8 are provided this service. Transportation by bus is not provided by the School District of Philadelphia for any Kindergarten students. GWCS Kindergartners are driven to and from school by parents or by other adults designated by parents and/or guardians.

If a transportation accommodation is indicated in an IEP, GWCS complied with that accommodation.

Food Service Program

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

We are tenants in the building and the facility does not have a working kitchen.

Student Conduct

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

This year, Green Woods identified a need to have our 5th and 6th grade students understand the implications of cyber-bullying as well as a reminder that bullying, in any format, is unacceptable by a Green Woods' student. Green Woods invited PA Bar Association Pro-Bono Coordinator David Keller Travaskis and Beth Specker, First Assistant to PA First Lady, Midge Rendell, to present a cyber-bullying workshop for our students. (See powerpoint)

Each year Green Woods holds training sessions for 7th and 8th grade students where they learn the art and skill of conflict resolution and peer mediation. This program, titled Project PEACE (Peaceful Endings for Attorneys, Children and Educators) sponsored by Attorney General Corbett in partnership with the PA Bar Association has been extremely successful as a way to minimize and/or address inappropriate behaviors.

In addition, at the beginning of the school year all students, K-8, took part in establishing classroom rules based on our schoolwide positive behavior approach of "Three Simple Rules - Be Safe, Be Respectful, Be Responsible."

No student at Green Woods will be permitted to disrupt the educational opportunities of other students or to create an environment of fear. GWCS maintains the highest expectations for students and takes action to ensure that both individual student behavior and the overall school climate are excellent in our school.

Guidelines relating to IEP students and students "thought to be eligible" are clearly outlined in this policy.

See Safe Schools Report - attached - for overview of incidents relating to student conduct.

Green Woods Student/Parent Handbook, outlining our discipline policies, is attached.

Student Conduct - Attachments

- GWCS Student/Parent Handbook
- Cyber Bullying - Powerpoint
- Safe Schools Report 2009-2010

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

Board President

Date

Chief Executive Officer
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 Green Woods 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: Jean M. Wallace **Title:** CEO
Phone: 215-482-6337 **Fax:** 215-482-9135
E-mail: jwallace@greenwoodscharter.org

Signature of the Chief Executive Officer and Date

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

Name: Dennis Winters **Title:** President, Board of Trustees
Phone: 215-482-6337 **Fax:** 215-482-9135
E-mail: board@greenwoodscharter.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Melinda Coughlin **Title:** Special Education Coordinator
Phone: 215-482-6337 **Fax:** 215-482-9135
E-mail: mcoughlin@greenwoodscharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

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