
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, February 08, 2011
(Last Accepted: Tuesday, February 08, 2011)

Entity: West Oak Lane CS
Address: 7115 Stenton Ave
Philadelphia, PA 19138

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: West Oak Lane CS

Date of Local Chartering School Board/PDE Approval: 09/24/1998 renewed 2007

Length of Charter: 5 years **Opening Date:** September 1998

Grade Level: K-8 **Hours of Operation:** 7:45a.m.-3:45 p.m.

Percentage of Certified Staff: 87.6% **Total Instructional Staff:** 48

Student/Teacher Ratio: 26:1 **Student Waiting List:** 129

Attendance Rate/Percentage: 94.09%

Summary Data Part II

Enrollment: 726 Per Pupil Subsidy: \$8,183.58

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	724
Hispanic:	2
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 57.6%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 54

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	185	185	185	0	185
Instructional Hours	0	0	1203	1203	1203	0	1203

SECTION I. EXECUTIVE SUMMARY

Educational Community

The West Oak Lane Charter School was established in 1998. Soon after Pennsylvania's Charter School Law was enacted OARC, the Ogontz Avenue Revitalization Corporation, filed a charter application to establish the West Oak Lane Charter School. OARC is a non-profit community development corporation that was founded in 1983 for the purpose of creating and stimulating economic development and improving the quality of life in the West Oak Lane Community. It recognized that quality education is an important concern for this part of the city. In September of 1998 the school opened its doors with 548 students in grades K through 4. The 5th grade was added in September 1999; and grades 6, 7, and 8 were subsequently added between 2003 and 2005. WOLCS has twice renewed its charter, most recently in 2007.

The West Oak Lane neighborhood in the Northwest section of the City of Philadelphia was the chosen location for this charter school for several reasons. The percent of the area's population under the age of 18 exceeded the City average, as it still does today. The West Oak Lane Charter School (WOLCS) with the support and involvement of OARC was founded to provide the community an educational option for K-8 students. Today the school serves more than 700 students across those grades. More than 70% of enrolled students are eligible for free or reduced lunch.

WOLCS has entered its second decade in a strong position. Under the leadership of CEO Dr. Debbera Peoples Lee, who assumed the position in August of 2006, the administrative team negotiated a successor agreement with the AFT that included performance-based pay, and

raised the qualifications of the teaching staff. WOLCS has stabilized student enrollment, and improved achievement as measured by the PSSA. Curricular materials have been updated, and instruction in art, music and Spanish is incorporated as a regular part of the educational program. Through behavior interventions by upper school and lower school deans and the implementation of Single School Culture, disciplinary referrals are down. The school has established itself as a safe and nurturing educational environment, and is committed to expanding co-curricular opportunities that allow students to develop cognitive as well as interpersonal skills. Students continue to have the opportunity to participate in the Arthur Ashe Tennis program. They also may participate in the WOLCS chess club which was established during the last school year. The school has established partnerships with Fox Chase Cancer Institute, and Temple University.

Mission

The mission of WOLCS is "to empower children to become lifelong learners in the areas of science, technology and the humanities by exposing them to innovative ways of teaching and learning, while preparing them for the challenge of the 21st century in a safe, structured and nurturing environment."

Vision

Our vision encompasses success for students, recruitment and retention of staff and engagement of families and institutions in the community:

- WOLCS provides a superior education for students in grades K — 8, and is recognized as an employer of choice among public school teachers and paraprofessionals in Philadelphia.
- Students attending WOLCS feel safe, supported and challenged. They graduate thoroughly prepared to excel in the high school of their choosing — proficient in reading and language arts, mathematics and science; competent in the use of technology; civic-minded and confident; articulate, and capable of thinking independently, critically and creatively.
- Parents and guardians feel empowered and motivated to assist their children to excel at WOLCS, and community based organizations, businesses and other stakeholders are committed to and invest in innovative programs and the school's continued viability and success.

Shared Values

In building a strong and effective institution, WOLCS subscribes to the core belief and values that encompass the following daily actions for the school community:

- We recognize that providing a superior education is our most important priority.
- We embrace all students, regardless of learning potential.
- We promote commitment, dedication and integrity in everything we do.
- We provide an inclusive, supportive, safe and challenging environment for students and teachers.
- We know that all can be lifelong learners, capable of thinking independently, critically and creatively.

Academic Standards

WOLCS's instructional program prepares students to attain academic standards in core academic subjects — i.e. reading and language arts, mathematics, science, and social studies. The school's master roster supports the program design to afford students adequate instructional time in these core subjects during the 190-day school year. The roster also incorporates intervention periods during which teachers can best deliver instruction differentiated to the needs of their students.

The adopted curriculum materials at WOLCS are aligned with Pennsylvania's academic standards; and the school's administrators ensure that these materials are updated. Saxon and Excel math programs and The Success For All reading program, are implemented across the grades. For science, WOLCS utilizes Harcourt Science in Grades K — 5 and McDougal Littell in Grade 6 — 8. Harcourt's Social Studies program has been adopted for grades K — 5 and Holt's World Geography, World History and U.S. History are used in Grades 7 — 8.

The school makes sustained efforts to assure that teachers are able to deliver quality instruction that prepares students to meet state standards. Two weeks before the school year starts for students, teachers return to school for professional development especially in the core content areas. Once the school year starts, professional development opportunities are provided each week for a minimum of three hours: every Wednesday, the students are dismissed at noon so that teachers may participate in professional development.

Enrichment, reinforcement, assessment and instructional interventions are consistent components of instruction across the grades. Administrators check teachers' lesson plans weekly to assess their incorporation of standards, assessments, best practices in methodology and innovation.

In the PSSA-tested grades, WOLCS utilizes Study Island benchmark assessments to determine students' proficiency in Math and Reading based on eligible content related to the academic content standards. In lower grades, the school uses DIBELS, as well as curriculum based assessments to assess students' proficiency in these subjects. Students in Kindergarten, First and Second Grades must generally be reading on grade level in order to progress to the next grade. Similarly, students in Kindergarten and First Grade must have a command of grade-appropriate math facts to progress to the next grade.

WOLCS has implemented a range of instructional interventions, including computer-assisted instructional programs such as Team Alphie and Pearson's Success Maker to support struggling students. The school provides some in-school tutoring opportunities and plans to expand these.

Strengths and Challenges

West Oak Lane Charter School has made substantial school-wide gains over the past three years particularly in math. School-wide, WOLCS students made Adequate Yearly Progress in SY 08-09 by scoring 74.9 percent proficient and advanced in Math and 50 percent proficient and advanced in reading on the PSSA . Other indicators of success at WOLCS include the acceptance of students into selective high schools. That number has increased. Also, the number of parents that seek admission to

the school has also increased. WOLCS has effected dramatic improvement in refining the curriculum. Two years ago, the school secured the Science, its Elementary grant through the state of Pennsylvania to improve the hands-on science education program using the FOSS program. In addition the social studies curriculum was updated with the most currently released text from Harcourt. The Everyday Math program has been supplemented with Saxon and Excel Math. And in both reading and math, WOLCS has increasingly focused on providing technology based interventions.

WOLCS has implemented First In Math a web-based math program for students to reinforce their basic math facts and problem solving skills essential to move ahead into the more complicated areas of mathematics. In addition Study Island a program designed for PSSA preparation has been utilized in the last year. Study Island documents the skill deficits in both reading and math for students in grades Two through Eight. Benchmark assessments have been implemented on a more routine schedule to better inform strategies for instruction as well as focus interventions for individuals and small groups of students.

Parents are becoming increasingly involved in their children's education through the Parents as Partners program that provides classes and activities for parents to learn what students are doing in Math, Reading and Science. Students who are in danger of failing go through the Family Support process that brings parents into academic process. Teachers also receive a great deal of support through in-service that is provided during the first two weeks of school as well as weekly during early dismissal days. In addition to members of our own staff, experts associated with Drexel University's Math program, teachers of science through the Pennsylvania Department of Education along with PATTAN for special education training have augmented WOLCS professional development offerings.

Based on the PSSA results of 2009, West Oak Lane Charter School's Literacy Team recognized that despite improvements, the reading program is still not accomplishing what we would like for our students. An intervention period was again included within the master schedule to address skill deficits with small groups of students. Regrouping of students based on results of eight-week assessments was eliminated except in the early grades to encourage teachers to build stronger relationships with their students and to foster their sense of accountability for results. Additional pull-out supports, including computer-assisted interventions were offered by the Literacy Team. Based on the preliminary PSSA data for 2010, these measures have resulted in improved performance. However, the numbers of students performing at proficient and advanced levels appear to have fallen short of the AYP target.

Given the efforts needed to improve students' achievement in Math and Reading, maintaining an appropriate focus on instruction in Science, technology and the humanities continues to be challenging.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Today the challenge for WOLCS is to move from Good to Great, achieving greater levels of success and advancing the School's mission to be a school that empowers children "to become

lifelong learners in the areas of science, technology and the humanities. . . .” The strategic plan is a vital tool in charting the school’s future direction.

The plan is designed to be sufficiently structured as to keep the School focused yet elastic enough to accommodate new ideas and critical needs. Each year, the Trustees and administrators use the plan to review WOLCS’ progress, adapting and modifying it as necessary to respond to changes in the environment. It guides WOLCS’s actions to carry out the School’s mission, and provides the framework for developing annual performance goals for administrators and staff alike.

WOLCS’s process of planning and continuously refining the strategic plan is student centered with achievement data driving the focus. The plan builds on goals and objectives articulated in a previous five-year strategic plan. It incorporates the deliberations of the Trustees and administrators during board retreats. It takes into account the recommendations of the Student Success Working Group, comprised of teachers, administrators, and external advisors convened during the 2007-2008 school year. It also has been shaped by the input of members of the WOLCS Meet and Discuss Committee, established under the teachers’ union contract, as well as by suggestions from WOLCS teachers and staff especially those who are also parents or guardians of students who attend the school.

Annually, at the end of the school year, members of the WOLCS Academic Leadership Team (ALT) reflect on the outcomes of the school year completed to revise and prioritize the goals, strategies, performance indicators and time lines for implementing the strategic plan. The determinations of the ALT become the blue print for administrators, teachers and staff to design and refine the instructional program for the next school year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Peoples-Lee, Debbera	West Oak Lane Charter School	Administrator	Board
Davis, Tiffany	West Oak Lane Charter School	Special Education Representative	CEO
Edwards, Yolonda	West Oak Lane Charter School	Ed Specialist - Instructional Technology	CEO
Krall, Troy	West Oak Lane Charter School	Administrator	CEO
Laws, Renee	West Oak Lane Charter School Trustee	Board Member	Board
Lewis, Linette	West Oak Lane Charter School	Administrator	CEO
Matlock-Turner, Sharmaine	GPUAC	Board Member	Board
McNeil, Barbara	BARRA Associates	Other	Board
Middleton, Peguy	West Oak Lane Charter School	Ed Specialist - School Counselor	Principal
Mills, Camilla	West Oak Lane Charter School	Administrator	CEO
Mills, Timika	West Oak Lane Charter School	Administrator	CEO
Moses, Sheila	West Oak Lane Charter School	Administrator	Board
Taylor, Sharmeka	West Oak Lane Charter School	Parent	Chief of Staff

VanOoyen, Mark	West Oak Lane Charter School Union Representative	Regular Education Teacher	Peers
Woods, Arlene	OARC	Business Representative	Board
Zeigler, Charletta	West Oak Lane Charter School	Administrator	CEO

Goals, Strategies and Activities

Goal: Build a Positive School Climate Characterized by Respect, Responsibility, Safety and Security

Description: All students hold themselves and their peers accountable for demonstrating pro-social behaviors; truancy is rare, and the school environment is safe and free of physical hazards.

Strategy: Balance Restorative and Punitive Approaches to Discipline

Description: Implement positive behavior supports & restorative practices

Activity: Middle Grades Community Contracts

Description: Create behavior contracts for Middle Grades students

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/9/2009 Finish: 8/25/2010	-
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Status: In Progress — Overdue

Activity: Restorative Practices Training

Description: Professional Development to Introduce Restorative Practices

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 11/4/2009 Finish: 11/4/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
International Institute for Restorative Practices	<ul style="list-style-type: none"> Non-profit organization 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understand importance of limit setting and support in guiding students' behavior.	For the last decade the International Institute for Restorative Practices (IIRP), which grew out of the Real Justice program (see www.realjustice.org), has been developing a comprehensive framework for practice and theory that expands the restorative paradigm beyond its origins in criminal justice (McCold and Wachtel, 2003). The fundamental unifying hypothesis of restorative practices is disarmingly simple: that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. This hypothesis maintains that the punitive and authoritarian to mode and the permissive and paternalistic for mode are not as effective as the restorative, participatory, engaging with mode.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Implementing approach 	<ul style="list-style-type: none"> Participant survey

Status: Complete

Activity: School-wide Behavior Expectations

Description: Incorporate teacher input in developing school-wide behavior expectations at all grade levels

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/19/2009 -
 Finish: 8/24/2009

Status: Complete

Strategy: CPR and First Aid

Description: Staff will be able to perform CPR and provide first aid in emergencies.

Activity: CPR/First Aid Training

Description: Staff will be trained in CPR and first aid. Training will occur at the beginning of each school year for staff to become certified / re-certified in CPR and First Aid

Person Responsible	Timeline for Implementation	Resources
Peoples-Lee, Debbera	Start: 8/17/2009 Finish: 8/16/2010	\$7,930.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	3	56

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
West Oak Lane	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff will be able to provide CPR and/or first aid to potential victims.	Required that staff have this training by PA.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's
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certification or assignment.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Health, Safety and Physical Education

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> each year 	<ul style="list-style-type: none"> assessment (Staff must pass the assessment given by instructor.)

Status: In Progress — Overdue

Date	Comment
7/21/2009	As new staff are hired and staff reach their recertification deadlines, CPR training will be provided to insure compliance with state regulations.

Strategy: Monitor and Utilize Student Demographic Data

Description: Implement clear policies and procedures regarding identification and follow through with students who are truant or recommended for disciplinary referrals, or suspensions.

Activity: Power School Training - Tracking Student Attendance

Description: Staff will acquire the appropriate technology skills to track student attendance within SIS program and to follow-up with students who are having difficulty and their families.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/23/2010 Finish: 6/15/2011	\$1,100.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Power School West Oak Lane Charter School	<ul style="list-style-type: none"> School Entity Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will be able to work with parents to increase student attendance and the school will have the ability to instantly identify truancy cases.	Students that attend regularly and have the support and involvement of parents do better academically and socially.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> policy creation 	<ul style="list-style-type: none"> ADA/ADM (Review of attendance and membership data)

Status: In Progress — Upcoming

Date	Comment
7/21/2009	Continuing to utilize Power School to track student attendance is an on-going process.

Strategy: Safety and Crisis Management Plan

Description: Implement Prevention / Mitigation and Preparedness Check-lists and Crisis Response Drills

Activity: Crisis Response Drills

Description: Increase the number and type of crisis response drills: Shelter-in-Place, Lockdown, Evacuation, Remote Evacuation

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/8/2009 -
 Finish: Ongoing

Status: In Progress — Upcoming

Goal: Build a School Culture that Promotes Professionalism, Collaboration and Accountability for Student Learning

Description: On a continuous basis WOLCS provides opportunities for teachers and staff not only to grow in content area knowledge but also to master the art of teaching using data and student work as a guide for planning and instruction. The School supports individualized professional growth activities. WOLCS also develops grade level teacher leaders who can lead their colleagues in the process of assessing students' progress

Strategy: Data Informed Decision-Making

Description: Regular dissemination and use of reports that track students' attendance, performance and related risk factors.

Activity: Data on Teaching and Learning

Description: Across content areas teachers will learn how to formulate assessments and collect and utilize data related to effectiveness of instruction and student progress.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 11/3/2010 Finish: 11/7/2012	\$60,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	55
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
West Oak Lane Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn to complete formative assessments and to use the results of such assessments to inform reteaching and other instructional interventions.

Assessment for learning is as or more important than assessment of learning. Teachers must be able to employ assessment strategies to determine what their students are learning in real time when there is an opportunity to modify instruction.

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

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

- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA • Review of participant lesson plans

Status: In Progress — Upcoming

Activity: Power School Training - Tracking Student Attendance

Description: Staff will acquire the appropriate technology skills to track student attendance within SIS program and to follow-up with students who are having difficulty and their families.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/23/2010 Finish: 6/15/2011	\$1,100.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Power School West Oak Lane Charter School	<ul style="list-style-type: none"> • School Entity • Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will be able to work with parents to increase student attendance and the school will have the ability to instantly identify truancy cases.	Students that attend regularly and have the support and involvement of parents do better academically and socially.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Empowers educators to work effectively

with parents and community partners.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• policy creation	<ul style="list-style-type: none">• ADA/ADM (Review of attendance and membership data)

Status: In Progress — Upcoming

Date	Comment
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7/21/2009 Continuing to utilize Power School to track student attendance is an on-going process.

Strategy: Develop Teacher Leaders

Description: Create leadership opportunities for teachers.

Activity: Incentives

Description: Recognize and reward professionalism among instructional staff: e.g. perfect attendance, peer designed and led professional development, self-directed professional development

Person Responsible **Timeline for Implementation** **Resources**

Peoples-Lee, Debbera Start: 10/5/2009
 Finish: Ongoing

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Status: In Progress — Upcoming

Strategy: Encourage Best Practices for Teaching and Learning

Description: Provide teachers with opportunities to learn techniques and methodologies that enhance teaching ability and improve student learning. Improve their ability to use data to interpret student success and needs and to adapt their lessons to fit the needs of the students.

Activity: Data on Teaching and Learning

Description: Across content areas teachers will learn how to formulate assessments and collect and utilize data related to effectiveness of instruction and student progress.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 11/3/2010 Finish: 11/7/2012	\$60,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	2	55
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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West Oak Lane Charter School	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn to complete formative assessments and to use the results of such assessments to inform reteaching and other instructional interventions.	Assessment for learning is as or more important that assessment of learning. Teachers must be able to employ assessment strategies to determine what their students are learning in real time when there is an opportunity to modify instruction.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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For school and district administrators, and other educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA • Review of participant lesson plans
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Status: In Progress — Upcoming

Strategy: Monitor Staff Attendance

Description: Monitor staff attendance and periodically apprise them of their status vis a vis leave usage and tardiness.

Activity: Incentives

Description: Recognize and reward professionalism among instructional staff: e.g. perfect attendance, peer designed and led professional development, self-directed professional development

Person Responsible Timeline for Implementation Resources

Peoples-Lee, Debbera	Start: 10/5/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Teacher Evaluation

Description: Use multiple-measure evaluation processes for teachers to identify growth areas and professional opportunities

Activity: Incentives

Description: Recognize and reward professionalism among instructional staff: e.g. perfect attendance, peer designed and led professional development, self-directed professional development

Person Responsible Timeline for Implementation Resources

Peoples-Lee, Debbera	Start: 10/5/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Teacher Accountability

Description: Utilize classroom observations to evaluate fidelity of curriculum-based instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/8/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Creatively Partner with Families to Ensure Student Engagement and Family Connections to WOLCS

Description: WOLCS provides a variety of opportunities for parent involvement including educational programs, home-to-school communication and volunteering activities. All teachers are familiar with and utilize technologies (including the student information system) to engage, communicate to and connect with students, parents and families.

Strategy: Enhance Parent Engagement and Education Programs

Description: Provide family engagement and education programs of high quality targeted to address students' educational and developmental needs.

Activity: Parent / Family Engagement With Educational Programs

Description: Organize Parent seminars focused on home activities that assure greater student success.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 11/3/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Proficient Use of Power School Student Information System

Description: Assure that all staff can utilize the Power School student information system to accurately maintain students' records, and to communicate records information to parents.

Activity: Power School Training - Instructional Records

Description: Power School training using functions related to grade input, attendance, discipline and communication with family.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 6/25/2008 Finish: 6/30/2011	\$5,600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	4	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
West Oak Lane Charter School and Power School.	<ul style="list-style-type: none"> • School Entity • Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff will be able to enter information, including log entries, track student attendance, behaviors, grades, and assessments and communicate this information to parents.	Maintaining timely accurate data is essential to maximize the functionality of the School's student information system. It also enables the school to identify students who may be experiencing challenges inside and outside of the school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate</u>

- data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Activity: Power School Training - Tracking Student Attendance

Description: Staff will acquire the appropriate technology skills to track student attendance within SIS program and to follow-up with students who are having difficulty and their families.

Person Responsible	Timeline for Implementation	Resources
---------------------------	------------------------------------	------------------

None Selected

Start: 8/23/2010
Finish: 6/15/2011

\$1,100.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Power School West Oak Lane Charter School	<ul style="list-style-type: none"> School Entity Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Staff will be able to work with parents to increase student attendance and the school will have the ability to instantly identify truancy cases.

Students that attend regularly and have the support and involvement of parents do better academically and socially.

For classroom teachers, school counselors and education specialists:

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

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
-----------------------------	---------------------------

- | | |
|---|--|
| <ul style="list-style-type: none"> policy creation | <ul style="list-style-type: none"> ADA/ADM (Review of attendance and membership data) |
|---|--|

Status: In Progress — Upcoming

Date **Comment**

7/21/2009 Continuing to utilize Power School to track student attendance is an on-going process.

Strategy: Robust School-Home Communication

Description: Equip staff to use available resources like the School's web-site (including the parent portal of Power School) to create homework calendars, chat areas, resource recommendations and other communication with parents and community.

Activity: Parent / Family Communication Regarding Attendance & Truancy

Description: Implement electronic system of parental notification of students' truancy.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/8/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Ensure that the WOLCS Educational Program Maximizes Students' Success in Mathematics

Description: By the time they complete the 8th Grade, students are prepared to take high school math.

Strategy: Enhance Math Interventions

Description: Provide professional development in using Excel and Saxon math programs for differentiating math instruction.

Activity: Math Instruction

Description: Several trainings throughout the school year on implementation of Saxon and Excel curricular materials. Teachers learn how track student performance on curriculum based assessments, how to interpret performance data, and how to modify instruction..

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/23/2010 Finish: 6/28/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	4	45

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
West Oak Lane Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• Early childhood (preK-grade 3)	• Mathematics

- Middle (grades 6-8)
- Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA • Review of participant lesson plans

Status: In Progress — Upcoming

Goal: Ensure that the WOLCS's Educational Program Maximizes Students' Success in Reading

Description: Students are competent in all facets of literacy including reading, writing, and speaking. They can read to learn, and they know how to access and evaluate information.

Strategy: Enhance Reading Interventions

Description: Provide professional development to staff on cross-curricular reading strategies; and use tutors and paraprofessionals more effectively for small group and individual interventions.

Activity: Cross-curricular reading strategies

Description: Staff will identify reading strategies that can be utilized throughout all the curriculum areas at each grade level.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/20/2008 Finish: 5/25/2011	\$25,280.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	15	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
West Oak Lane Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Staff from all disciplines will be able to use strategies to assist reluctant or struggling readers to comprehend and recall information from a variety of texts. Staff will also be able to use skills to challenge students who are more skilled in using reading for information.	Reading is not a skill that should be taught in isolation according to best practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis

on learning.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities

Evaluation Methods

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

Status: In Progress — Upcoming

Date	Comment
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7/21/2009	Staff are continually trained in up to date strategies for reading to increase the reading skills of students.
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Activity: Reading interventions

Description: Teachers and paraprofessionals will learn how to collect and interpret data (particularly data generated through computer assisted instructional programs); and how to implement interventions for students who exhibit specific skill needs.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$144,000.00
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Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

WOLCS has implemented curricula that are fully aligned with the academic content standards developed by the Pennsylvania State Department of Education and parallels the curriculum developed by the School District of Philadelphia.

MATH

The Mathematics program, Everyday Math, Saxon and Excel Math, are research based, spiraling curricula. The components of each program build upon math concepts taught in the early grades. The components emphasize computational skills, math concepts, problem solving, as well as connections with real word application. The Middle School utilizes Saxon Math with an Algebraic component. All students in First through Eighth Grade are enrolled and participate as users of First In Math a computer-assisted, basic skills program. The program is web-based; therefore students have access during in-school and out-of-school hours.

Reading

The core **Reading Program** for grades K-8 is Success for All, a research based and research proven curriculum. Success for All (SFA) is a comprehensive reading approach designed to ensure that every child will read at or above grade level. The program, for grades K to 6, emphasizes prevention and early intervention to respond to and solve any child's learning problems. SFA is an approved model in accordance with the "No Child Left Behind" legislation.

Success for All provides schools with:

- Research-based and research proven curriculum materials.
- Extensive professional development in proven instructional strategies.
- Assessment and data-monitoring tools.
- Classroom management techniques.
- One-to-one tutoring for struggling students.
- Ongoing family involvement and community support.

The Success for All reading program is based on extensive research into the ways children learn to read and write. At the heart of the program is 90 minutes of uninterrupted, daily reading instruction. Cooperative learning embedded throughout the program focuses on individual student accountability, common

goals, and recognition of group success. Providing the opportunity to work with peers enables students to master basic reading skills as they continue to grow as thoughtful learners (Success for All).

Writing

At the West Oak Lane Charter School, we are committed to incorporating both reading and writing into every content area. This includes but is not limited to teaching and practicing; text structure, note taking, reading diagrams and charts, writing process, highlighting etc. As a result, we have identified a writing structure through **Step Up to Writing**, a research based program that will provide both teachers and students with the necessary tools to include writing as a part of the daily instruction and practice across all content areas.

- Step Up to Writing provides students with effective, multi-sensory writing strategies that can be used quickly across all content areas.

- Instructional Techniques
- Demonstration
- Guided Lessons
- Practices Opportunities
- Assessment
- Quick checks
- Step Up scoring guide

A school-wide framework has been developed to outline the skills/strategies that will be taught in each content area for each grade level.

Assessment

The following assessments are administered to gather data on students at the West Oak Lane Charter School:

- DIBELS - grades K-3 - 3x yearly
- Success for All curriculum based assessments - grades 1-8 weekly
- Scholastic Reading Inventory - grades 1-8 quarterly
- Roots Informal Inventory - grades K and 1 quarterly
- Study Island Benchmark (Reading and Math) - grades 3-8 - 3x yearly
- Writing prompts - grades 3-8 quarterly
- Excel Math Baseline and End of Year Test

To help students prepare for state testing, the PSSA, both Study Island and Measuring Up have been implemented. Students are assessed using the Study Island Benchmark at least

three times before the PSSA is administered. Data driven professional development sessions are provided by the Literacy and Math Specialists frequently to make certain that all student needs are met.

Intervention

In order to ensure that the needs of all students are met, at the West Oak Lane Charter School, several intervention programs have been implemented.

At risk students in grades K-3 receive intervention using at least one of the resources listed below:

- Waterford Early Intervention (Computer based and direct instruction)
- Resources from the Florida Center for Reading Research (Small group direct instruction)
- Team Alphie (computer based)
- Success Maker (computer based)
- Tutoring (Small Groups)

At risk Students in grades 3-8 receive intervention using at least one of the resources listed below:

- Success Maker (computer based)
- Learning Upgrade (computer based)
- Study Island (computer based)
- Corrective Reading (direct instruction)
- Reading Horizons (computer based and direct instruction)
- Tutoring (Small Groups)

To guarantee that time is allotted for students to receive the intervention that is needed for success, intervention periods are scheduled into the roster at least four times weekly.

Social Studies

WOLCS uses the Harcourt Social Studies curriculum for grades k-5 and the sister company HOLT for grades 6 - 8.

The framework for each unit of study is presented through "BIG Ideas" and Essential Questions. Through the use of rich content, illustrations, graphics, and specialized features student insight and viewpoints are refined. The goal Harcourt Social Studies is to extend students' social understanding while laying a foundation for worth and value within the society. In addition, several anchors have been adopted into social studies as a way to ensure that all skills are taught in the subjects where the fit is most natural.

Science

The Science program that was purchased for grades K - 5 is Harcourt hands-on science. Grades 6 - 8 use McDougal - Littell Interactive Science.

Professional Development

WOLCS's research-based curricula is aligned with the Pennsylvania content standards. Teachers are provided with professional development on how to use standards to drive instruction. Teachers are required to include the standards in their weekly planning and to display standards for each subject area in the classroom daily. At WOLCS, both the

standards and eligible content are a focus of student achievement and are tracked via checklists and various reports from Study Island.

The elements of the curriculum are organized by grade level. For several of the courses a scope and sequence is prepared and followed. The enrichment, reinforcement, re-teaching and assessment components are used to meet the developmental needs of the students.

WOLCS promotes in-depth and inquiry-based teaching and learning through its professional development in "best practices" in teaching and methodology. WOLCS incorporates several innovative practices and strategies that have proven successful such as implementing a longer school day and school year, scheduling for academic interventions within the instructional day to assist students in specific skill areas, using Para-professionals to assist small groups, assigning tutors , utilizing computer-assisted instructional technologies.

WOLCS has implemented strategies to accelerate academic skill development, content knowledge, and learning strategies of students who perform significantly below standards. These strategies include: Tutoring, Benchmark testing, computer-assisted instructional programs including First in Math and Study Island and Pearson's Success Maker.

Professional development is provided weekly for teachers for up to three hours. PD sessions include development on the following:

- Collecting, analyzing, and using data
- Implementation of core and intervention programs
- Cooperative learning
- School culture and climate
- Technology

Rigorous Instructional Program - Attachments

- State Approved Induction Letter
- State approved PD letter

English Language Learners

Students that enter West Oak Lane Charter School are required to complete a Home Language Survey upon enrollment. There are currently no English Language Learners enrolled at this time or in the enrollment pool for the next year. A plan for teaching ELL has been developed.

English Language Learners - Attachment

- LEP ACS 2008-2009

Graduation Requirements

West Oak Lane Charter School serves students in grades k-8, therefore we do not have high school graduation requirements.

Special Education

WOLCS has established screening processes designed to locate, identify, and evaluate students who exhibit behaviors and educational needs that could make them eligible for special education services. Services are provided to students as needed following a completed evaluation. WOLCS seeks and mandates parental consent prior to the evaluation.

Our instructional strategy at WOLCS aims for students identified as special education to remain in the general education classroom to the fullest extent possible. Those students found to be exceptional receive the least restrictive special education placement or service. Students are provided supports and related accommodations and services as defined by a team in the developed IEP.

A core team of full-time special education staff work collaboratively with our school's regular education teachers to effectively provide and allow for needed instruction and accommodations for students identified with special needs. Our students comprise a variety of diagnosed disabilities for example, Other Health Impairment, Learning Support, Emotional Support, and Mental Retardation.

The special education staff work closely with the homeroom teachers, paraprofessionals, and other staff to assist in the planning and implementation of an appropriate curriculum for each student. Special education staff not only provides appropriate support via pull out resource services; They primarily work with the students within the general education curriculum and classroom.

Additionally, WOLCS contracts its related services including psychological, speech and language, physical therapy, counseling, and occupational therapy. These support services are delivered on-site, also in least restrictive settings, which include individual, small group, or in class supports.

Special Education - Attachment

- 2009-2010 Special Education Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kandis Moffitt	1.0	learning/emotional support	WOLCS	16	Grades K-2
Tiffany Davis	1.0	learning/emotional support	WOLCS	5	Grades 7-8
Addie Christopher	1.0	learning/emotional support	WOLCS	14	Grades 3-4
Darlene Holloway	1.0	learning/emotional support	WOLCS	11	Grades 5-6
Kandis Moffitt	1.0	speech and language	WOLCS	21	Grades K-2
Addie Christopher	1.0	speech and language	WOLCS	6	Grades 3-4
Darlene Holloway	1.0	speech and language	WOLCS	2	Grades 5-6

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
none	0	0	0	0	0

Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional	WOLCS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	Speech Therapy	50 hours
Therapy Source	Occupational Therapy	15 hours
Therapy Source	Physical Therapy	1 hour
Therapy Source	school psychologists	25 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5

Local Assessment: Dibels	Yes	Yes	Yes	Yes	No	No
Terra Nova	No	No	No	No	No	No
PSSA	No	No	No	Yes	Yes	Yes
Local Assessment: Study Island Benchmark	No	No	No	Yes	Yes	Yes
Local Assessment: Scholastic Reading Inventory	No	No	Yes	Yes	Yes	Yes
Local Assessment: Excel Baseline and End of Year	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
SRI	Yes	Yes	Yes	No	No	No	No
4-Sight	No	No	No	No	No	No	No
Study Island Benchmark	Yes	Yes	Yes	No	No	No	No
Local Assessment: Saxon Math Baseline and End of Year	Yes	Yes	Yes	No	No	No	No

Student Assessment

Our goals for raising reading and math scores continue to be evident in our PSSA results each year. We are currently using a number of internal assessments including the SRI, DIBELS, Study Island, Success Marker and Excel Math. Consistent assessments have enabled us to more accurately measure and monitor student success, as well as needs/deficiencies. The data from these interventions also informs us in terms of providing more tailored/targeted professional development.

Our 2009 PSSA outcomes for math were exceptional within our district, state and nationally. In terms of math performance, our students have produced the following outcomes: 2003-2004 @ 14.5%, 2004-2005 @ 24.5%, 2005-2006 @ 32%, 2006-2007 @ 43%, 2007-2008 @ 59.7 and 2008-2009 @ 74.9%. 2009-2010 @ 82%. The upward trend in performance is astounding!

Reading performance, although not as remarkable, has demonstrated a solid, positive trend. 2008 PSSA scores were at 44.9% for proficient and advanced with 55.1% at basic and below basic. 2009 scores were at 49.5% basic and below basic with 50.5% scoring at proficient and advanced. 2010 scores were at 60% proficient and advanced. We continue to show a steady reduction of students scoring below basic.

Our organizational structure continues to make the difference in performance. The development of an Academic Leadership Team consisting of a math and reading specialist, along with an expansive team of paraprofessionals, two deans, tutors and a dedicated academic and family support person has helped to ensure that our school climate is conducive to learning.

We invest heavily in professional development to ensure that teachers are trained to deliver the curriculum, that they are trained on a variety of assessments and more importantly, that they use the data to differentiate learning and provide targeted instruction to students in their classes.

We utilize the Pennsylvania Department of Education's forms for the evaluation of Instructional I and II teachers to make certain that we are holding teachers accountable as well as providing opportunities for growth and development. These evaluations are completed twice a year. Goal planning and informal observations are also conducted to provide input and guidance.

Student Assessment - Attachment

- Preliminary AYP Results

Teacher Evaluation

The school utilizes the Pennsylvania Department of Education's forms for the evaluation of Instructional I and II teachers. This covers four core categories of competency: planning and preparation, classroom environment, instructional delivery and professionalism. These evaluations are completed twice a year (fall and spring) for all teachers. As part of the evaluation process, informal observations are also conducted with input from the school's Academic Leadership Team (Math Specialist, Literacy Specialist, Director of Family and Academic Support Services, Special Education Director, Information Systems Administrator, Assistant Principal for School Safety and the Chief of Staff) and all records are maintained by administration.

In the absence of a principal this year, evaluations were conducted by consultants Drs. Deidre Farmbry and Arlene Holts both of whom are Pennsylvania certified in the areas of elementary and secondary education. Each of these individuals served in the School District of Philadelphia for over 30 years as teachers, principals and senior level administrators, which provided extensive experience in the area of teacher evaluation.

Specifically, Dr. Farmbry served as an interim superintendent for the District. Both spent an extensive amount of time in classrooms, meeting individually with teachers, providing ongoing feedback to ensure that rapport and relationships were in place to support the evaluation process. As well, feedback was provided by the Academic Leadership Team for continuity purposes.

Conferences were conducted with individual teachers after each round of evaluation to discuss strengths and weaknesses, as well as provide input on strategies for improving performance.

Teacher Evaluation - Attachments

- Instructional II evaluation form

- Instructional I evaluation form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

1. Timika Mills was hired as the Assistant Principal for School Climate and Safety. She possesses multiple Pennsylvania teacher certifications, as well the principal certification.
2. Drs. Deidre Farmbry and Arlene Holtz we hired as consultants to conduct teacher observations and evaluations. They posses multiple Pennsylvania teacher certifications as well the principal certification.

Board of Trustees

Name of Trustee	Office (if any)
Sharmain Matlock-Turner	President
Darlene Callands-Curry	Vice President
Keisha Jordan	Member
Terri Grantham	Treasurer
Renee Laws	Secretary
Kim Turner	Member
Wanda Baily-Green	Member
David Bright	Member
Jeanmarie Dunn-Kane	Member
Derek Green	Member
Travis Winters	Member

Professional Development (Governance)

A Board of Trustees retreat is held annually. The Board reviews its own practice and identifies steps to improve effectiveness during these retreats. During the day and a half retreat the WOLCS Board is trained by a consultant, Barbara McNeil, J.D. from BARRA Associates, LLC. The training reinforces the Trustees' understanding of the requirements of ACT 22, the Sunshine and Ethics Acts. New and amended legislation and other legal issues regarding Board Governance and fiduciary responsibilities are addressed. Training and information is also disseminated during Board meetings that are held monthly as necessary to keep the Board up to date on fiduciary and other legal responsibilities.

Coordination of the Governance and Management of the School

The Board of Trustees either as a full board or as board committees met every other month, and have continued to take an active role in the management of the school.

The appointed CEO has responsibility for maintaining school property, assigning administrators and staff, devising academic and non-academic programs, and supervising all aspects of the school's operation and reporting to the Board of Trustees for the final approval. The Board is responsible for long range planning, establishing policies and procedures and for approving the annual budget. The Board of Trustees works in collaboration with the charter authorizer through the WOLCS Administrative team and maintains a positive working relationship with each other.

With the exception of the annual board retreat, all board meetings are advertised to the public and held on the school campus.

Coordination of the Governance and Management of the School - Attachment

- WOLCS Board of Trustees Meeting Dates - 2009-2010

Community and Parent Engagement

The Board of Trustees through the WOLCS Administrative Leadership team has implemented a variety of media to foster parent and community involvement, as well as, serve as a medium to keep parents informed of current school events. Monthly calendars containing school events are distributed at the beginning of each month, via Thursday's Kids Mail (a weekly communication folder sent home with each student). Current school events consist of sporting events, special program/assemblies, school closings, class trips, and awards ceremonies. In addition to our monthly calendar, our school website is updated to reflect the events posted on our paper calendar. On a weekly basis the Parent Alert (a narrative newsletter) highlights our school's events by spotlighting student achievement or an actual event, offers parental reminders on school policy and procedure, and informs parents of global current events. Our calendars, website, and Parent Alert are reinforced by individualized telephone messages (School Messenger) informing parents of student absences and school events. beginning May 2010, parents were given access to our PowerSchool system to monitor their student's attendance, grades, and contact information.

Other ways to increase parental engagement has been through our P.A.S.S. (Parents Assuring Student Success) workshops, a series of eight evening workshops on the following topics: parent attitude, the home environment, study skills, homework and learning expeditors, note-taking skills, preparing for test, memory and thinking skills, and reading skills. Parents attending the workshops were afforded daycare service, while receiving information on the above topics. Parents also attend Saturday computer training courses to improve their computer literacy skills. In continuing with WOLCS tradition, Parent and Student Handbooks are provided during "Back-to-School" night to inform parents of school policy and procedures. Quarterly Report Card Conferences are also held to provide parents with resources and strategies to improve student academic and social progress at WOLCS.

The Winter Wonderland, Poetry Slam/Talent Show, Kindergarten Move-up, and First Grade Awards Ceremony serve as excellent events to culminate activities throughout the year. The Winter Wonderland invites all WOLCS parents to celebrate the winter season by partaking in numerous grade specific activities throughout the school. The Poetry Slam/Talent Show invites the parents to celebrate their students' artistic talents by watching them perform or viewing a showcase of artwork. Each event generates excitement and fosters active participation from parents.

Bimonthly students were able to dress down for a meager contribution of one dollar or a can good, depending on the season. All proceeds of this fundraiser are presented to a variety of charities throughout the neighborhood. Two such organizations are a women's shelter located in close proximity to the school and Keystone Hospice. Members of our student Council have the privilege of attending these facilities to present our donations to the administrative staff of these organizations. The students take great pride in presenting our gifts and learning how our gifts impact these facilities.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There have been no major fund-raising activities performed this year. However, plans are in the infantile stage for a web base "Pay-Pal" fund-raiser.

Fiscal Solvency Policies

Since 1998, the year the school opened, it has made an effort to maintain a fund balance. The fund balance was created to allow flexibility to deal with unforeseen expenses-e.g. the repair of damages to the building, and to meet payrolls in case of a delay in the payment of local, state and federal funds. A cash reserve is carried throughout the year by paying ten month staff over twelve months from September to August.

Accounting System

As of February 1, 2009 The charter school adopted a new accounting system called " LIFE" (LarsonAllen Intacct Financial Environment) which is a web based accounting system. GAAP rules are followed.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Financial forms 09-10
- Preliminary Statement of Revenues, Expenditures & Fund Balances - 6-30-2010

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

West Oak Lane engaged WithumSmith & Brown to complete the Financial Audit for the 2008-2009 school year. This was the auditor's second year with West Oak Lane CS. The final audit for year ended June 30, 2009 was issued December 28, 2009. The auditor's report will be attached to this file.

According to the auditor's opinion, the basic financial statement of West Oak Lane CS has been presented fairly, in all material respect, the financial position of the governmental activities and each major fund of the school as of June 30, 2009. Also, the respective changes in financial position for the year ended (June 30, 2009) is in conformity with accounting principles generally accepted in the United States of America.

However, the audit for 2009-2010 is expected to be completed by October 31, 2010.

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

- West Oak Lane Charter School 6-30-2009 Audit
- West Oak Lane CS Audt 2007-2008

Citations and follow-up actions for any State Audit Report

There was no state audit this fiscal year.

SECTION VII. FACILITY RESPONSIBILITIES

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

Currently this school is using modular structures to house two grades, a specialist classroom and an art room. Furniture has been purchased based on replacement of broken items. There have not been additional fixtures to date and equipment has been purchased for educational use only.

Future Facility Plans and Other Capital Needs

This year, WOLCS' space planning committee made projections regarding space needs required for maintenance and enhancement of WOLCS instructional program. Working with OARC from which it subleases space, WOLCS has pursued plans for expanding the school's facilities. Assuming that OARC can successfully negotiate terms for expansion with the owner of the site, plans will move forward for design construction, revision of lease terms and acquisition of required furniture, fixtures and equipment

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

WOLCS complies with all health and safety requirements both state and local standards. Fire drills are held monthly and the local fire department observes at least one each year. A log of the fire drills is maintained in the main school office. Each school section is equipped with modern fire alarm systems which are checked annually by a private contractor. Each year a city representative does an inspection of the buildings. The school nurse checks immunization records and contacts the parents of students who have not provided the school with proof of immunization. Further more the nurse ensures that appropriate health screenings are conducted each year. These along with the information regarding immunizations, purchases related to health care equipment and salaries of personnel are recorded on the Report of Health Services that is completed via electronic submission.

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

- 2009-2010 SHARRS Submission
- 2009-2010 Wellness Policy

Current School Insurance Coverage Policies and Programs

Workers Compensation - AmeriHealth Casualty Services - 9/30/09-9/30/10

Commercial General Liability/Property Ins. - Phila. Ins. Co. 9/30/09-9/30/10

Commercial Umbrella Coverage - Phila. Ins. Co. 9/30/09-9/30/10

Directors and Officers Liability - Phila. Ins. Co. - 12/02/09-12/02/10

Student Accident Insurance - Phila. Ins. Co. 9/30/09-9/30/10

Individual Health Ins. - Keystone and Independence blue Cross

Dental Ins. - United Concordia Companies

Life & Disability - Unum Life Insurance Co.

Current School Insurance Coverage Policies and Programs - Attachments

- WOLCS Certificate of Insurance 09-10
- Insurance Binder
- Certificate of Insurance 08

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2009-2010 Total Number of Professional Staff 50
Returning from Previous Year 24
Stayed with the School for entire School Year 50

A great deal of effort has been made this year to retain highly qualified staff throughout the school year. Staff that have not returned for a variety of reasons including not completing their certification responsibilities, getting hired by suburban school districts and an opportunity to earn more income.

Quality of Teaching and Other Staff - Attachments

- 2009-2010 PDE 414
- 2009-2010 Proof of Elementary & Secondary Professional Personnel Submission

Student Enrollment

The WOLCS's admission policy covers enrollment, intent to re-enroll, new applications, and transfers. Due to the limited space each year, the school requires each student's family to complete an Intent to RE-enroll Form by the end of March for the next school year. This enables the school to determine the number of spaces available for the next school year. WOLCS holds a general lottery each year. WOLCS maintains a sibling preference policy to keep families together.

The lottery process is computerized. All information is entered into a data base once the parent completes the application. The completed applications are dated stamped and numbered for reference. The lottery is held annually at the April Board of Trustees meeting. The lottery process is projected on the screen for visibility. Attending parents can see that their child/children have been placed in the database. The computer then assigns a random number to each of the applications. Numbered applications are then sorted in ascending order. This completes the lottery for sibling and general applications. As spaces become available, parents are called in the order their child/children appear on the waiting list. If parents accept, the space is filled. If parents decline then the next name is contacted.

If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.

Kindergarten applications are also included in the lottery process for both sibling and general applications. The state mandates that kindergarten student be five (5) years of age by September 1 of the school year they are applying for admission.

Student Enrollment - Attachment

- 2009-2010 Admissions Procedure

Transportation

Transportation services are provided to students in grades 1-8 that live within 1 1/2 miles from the school. Transportation is provided by the School District of Philadelphia and sub contracted to Yellow Bird Bus Company.

Special Education students were provided transportation as dictated by the child's Individual Education Program (IEP). Cameras and recorders have been added to the buses per school request. There has been a great deal of improvement in the communication between the school, drivers and company that provides the service.

Food Service Program

West Oak Lane Charter School offers both breakfast and lunch prepared by our in-house catering company, Primo's Grille. West Oak Lane Charter School has created a lunch room environment that encourages healthy eating and follows the guidelines of the free and reduced lunch program. The school participates in the National School Lunch Program.

Student Conduct

Maintaining a safe, orderly environment for our students is an important part of providing a quality education. An orderly school climate begins with a positive approach to student discipline, both at home and at school. In order to promote a positive school climate, WOLCS continues to stress the following **R.E.A.C.H.** values: **R=Respect, E=Enthusiasm, A=Achievement, C=Citizenship, and H=Hard Work.** These values are prominently displayed throughout the school and reinforced on a daily basis. At the end of each month one student from each class that displays all components of R.E.A.C.H. is recognized publicly and awarded a medal for all to see.

As a part of R.E.A.C.H., WOLCS is in the developing stages of adopting a Single School Culture, all students following one set of behavioral expectations in, to, and from school. To ensure this process takes place all students, parents, bus monitors, bus drivers, and teachers are working on being on one accord. Therefore, Family Support Team meetings, behavior plans, and other school based interventions are put in place to assist with this process.

Failure to adhere to policies and procedures listed in the Parent and Student Handbook result in disciplinary actions for staff and students. As a result there were 99 suspensions, 77 bus violation referrals, and two students expelled due to Act 26 violations, during the 2009-2010 school year .

There are specific requirements and discipline procedures with regards to Special Education students and students determined to be handicapped pursuant to section 504 of the Rehabilitation Act of 1973 and PA Code Ch. 15.

Student Conduct - Attachments

- 2009-2010 Code of Conduct
- 2009-2010 Suspension Report

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The West Oak Lane 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 West Oak Lane 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: Dr. Debbera Peoples-Lee **Title:** Chief Executive Officer
Phone: 215-927-7995 **Fax:** 215-927-7980
E-mail: dlee@wolcs.org

Signature of the Chief Executive Officer and Date

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

Name: Sharmain Matlock-Turner **Title:** President of the Board of Trustees
Phone: 215-927-7995 **Fax:** 215-927-7980
E-mail: sturner@gpuac.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Timika Mills **Title:** Assitant Principal
Phone: 215-927-7995 **Fax:** 215-927-7995
E-mail: tmills@wolcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2009-2010 Annual Report Signature Page