
Pennsylvania Department of Education



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

Charter Annual Report
Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Northwood Academy CS
Address: 4621 Castor Ave
Philadelphia, PA 19124

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Northwood Academy CS

Date of Local Chartering School Board/PDE Approval: February 16, 2005

Length of Charter: September 2005 - August 2010 **Opening Date:** September 2005

Grade Level: K-8 **Hours of Operation:** 8:00a.m. - 3:00p.m.

Percentage of Certified Staff: 98% **Total Instructional Staff:** 52

Student/Teacher Ratio: 20:1 **Student Waiting List:** 352

Attendance Rate/Percentage: 95.025%

Second Site Address, Phone Number and Site Director:

4290 Penn Street, Philadelphia PA 19124 215-543-9980 Site Director: Amy Hollister/Cindy Carey

Summary Data Part II

Enrollment: 754 **Per Pupil Subsidy:** Regular Education \$8,088 Special Education \$17,658

Student Profile

American Indian/Alaskan Native:	.53%
Asian/Pacific Islander:	2.52%
Black (Non-Hispanic):	63.53%
Hispanic:	23.34%
White (Non-Hispanic):	9.15%
Multicultural:	.93%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
75%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 160

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	177	177	177	0	177
Instructional Hours	0	0	1062	1062	1062	0	1062

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Northwood Academy Charter School began operation for the 2005-2006 academic year. We were a K-6 program for the 2005- 2006 year, K-7 program for the 2006-2007 school year and expanded through 8th grade for the 2007 - 2008 school year. Initially, we were chartered to recruit students from the immediate region due to an overcrowding issue that the School District of Philadelphia was experiencing. Since that time our student population has continued to come from the immediate neighborhood but has spread to the larger Philadelphia community. Currently we operate at two locations. The majority of our students come from lower middle class, working poor families. We pride ourselves on strong family relations which are strengthened by our open and supportive environment.

Our reputation and track record within the community is that we are a well ran school with an intelligent and caring staff who deliver a strong academic program for all learners. Our PSSA scores have almost doubled in our five short years. The students are proud of their accomplishments as well as those of the entire school. We deliver a solid academic core program with opportunities for enrichment at all levels through extensive field trips, arts partnerships, professional development, and diverse extra curricular activities. Our school has become quite involved in philanthropic events which we are continuing to advance.

Mission

Northwood Academy Charter School

Mission Statement

The mission of Northwood Academy Charter School is to educate the whole child by providing the academic, social, and emotional foundations and successes necessary to become contributing community members who possess the skills, desire and confidence to lead meaningful lives. Northwood Academy Charter School is committed to creating and sustaining a learning sanctuary that is built upon integrity and dedicated to high achievement and purposeful experiences.

Northwood Academy Charter School will ensure that its staff works together to design and deliver a rigorous and relevant curriculum that is based on collective knowledge, creativity and real-world learning experiences. Through involvement with service learning and the arts we promote and foster an appreciation and commitment to the world at large.

Northwood Academy Charter School will develop a true collaboration of all stakeholders to provide a dynamic program for our students. With a caring spirit and keen sensibility, we embrace the uniqueness of our students and strive to provide them an awareness of opportunities and choices that belong to each of them.

Vision

Northwood Academy Charter School will produce marketable students who recognize and embrace positive options.

Shared Values

We believe that all children are able to achieve academically and personally, regardless of their socio-economic status, race, ability level or past academic experience. By setting the bar high and respecting and supporting our students, their families, and our staff on a regular basis, we honor and uphold this belief.

We believe that Northwood Academy can be a learning sanctuary for our children. We can provide experiences and options which will create confident and marketable students. We recognize that our children must attend high schools which will continue to support them as they mature and make decisions for their futures.

Academic Standards

Northwood Academy Charter School has a well developed academic program that emphasizes comprehensive literacy and mathematical instruction in accordance with *No Child Left Behind* and state standards. Northwood Academy Charter School follows the Pennsylvania Standards Aligned System and School District of Philadelphia guidelines. We have adopted commercial

curriculum for Language Arts, Writing, Mathematics, Social Studies, and Science. These curricular materials are aligned with the Pennsylvania State Academic Standards. All teachers are required to use stated curriculum and assessments and provide documentation through weekly lesson plans and ongoing data collection. Our instructional program is monitored regularly by our Instructional and Administrative Team- Principal/CEO, Director of Education, Director of Special Education, Program Director and instructional coaches. All standardized tests are administered under local, state and federal directives.

Strengths and Challenges

Northwood Academy Charter School considers its greatest strength to be our successful core academic program which is delivered by an experienced and dedicated faculty. Northwood has the good fortune of having effective and consistent instructional leadership. The same CEO/Principal, Director of Special Education, instructional coach/leadership mentor and Director of Operations have been in place since its inception. This team is deeply connected to the needs of all stakeholders which includes students, staff and community. As intelligent, committed educational professionals, these individuals have come together, achieved synergy and produced a viable program of which to be proud.

This foundation has allowed Northwood to deliver a sound instructional model from the onset. With this in place, our highly qualified teachers have been able to deliver and build upon a standards based and data driven curriculum. The result has been high student achievement as seen in our standardized test results. Our school-wide proficiency rate on the PSSAs has nearly doubled in the past five years

Our instructional road map and extensive support have yielded a professionally savvy staff. Leadership, commitment and vision have become shared throughout the school. The staff has taken up the mantle of seeking out ways by which they may increase their effectiveness as teachers. The high rate of staff retention has created a solid base from which new teachers may learn and prosper. Our program has had the ability to expand and support itself. This in turn has become another of our strongest assets. Our staff is committed to the continuous enhancement of our program as we move forward. At this time we have met our original charter agreement goal of having at least 95% of our staff certified. All of these strengths are evidenced in our student achievement data on the PSSA in both Reading and Math.

Northwood Academy faces the daily challenge of operating between two locations. Our school has been housed in two separate buildings since 2006 when our main facility did not have the capacity to meet our sudden enrollment increase. This situation was the result of a hundred students being added to our original charter agreement. Since that time, our teachers and students have been given opportunities to collaborate and learn together. However, these occasions are difficult to schedule and meaningful relationships are hampered. Our separate buildings limit programmatic cohesion and the establishment of a universal school culture and sense of community. Having to support and maintain separate facilities is an injudicious use of our valuable resources.

Another challenge of Northwood is the over-identification of students for special education services. Out of our current enrollment of 757 students, approximately 153 (19.2%) of our students are eligible for and receiving special education services. Of that number, 30 (3.5%) receive only speech/language support. The remaining 123 (15.7%) students receive some level of learning support. We would like to reduce this number through two avenues. The first would be by way of students who age out of and graduate from the program. The second and more critical avenue would be through the decrease in younger students entering into special education services. This would be accomplished by continuing the RTII practices and continuing to implement them with fidelity.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

After our Fall 2009 Board Retreat and the completion of our renewal application, it was decided that we would embark on our strategic planning process. Early in 2010, The Board, CEO, Administration and staff members helped to establish, appoint and engage a planning committee. The committee was carefully selected to ensure that all stakeholders were represented.

On April 21, 2010, the Strategic Planning Committee met, off site in a workshop style gathering to collaborate and establish the groundwork for our five-year road map and revised mission statement. After a full day of creative and purposeful discussion, the committee identified and explored five areas for growth and development. These areas for growth and development that were considered are:

1. To provide students with a standards aligned effective academic program.
2. To provide more real world experiences for our students.
3. To support the social and emotional needs of every student.
4. To enhance the communication with and involvement of parents.
5. To assist in facilitating smooth middle school transitions.

These areas were identified as having the greatest importance and became the springboard for the goals of our strategic plan. The goals were further investigated and activities and actions were developed for each goal. It is through these activities and actions that we will strive to see the goals of the strategic plan come to fruition.

The administrative sub-committee will meet quarterly to ensure that the integrity of the goals and the mission of educating the whole student always remains the focus.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Agris, Shelly	Instructional Consultant	Other	Amy Hollister, CEO
Burrows, Royeashia	Parent/Support Staff	Other	Amy Hollister, CEO
Carey, Cindy	Teacher-in-charge	Middle School Teacher	Amy Hollister, CEO
Cofer, Alexis	Student	Other	Teaching Staff
Dugan, Kristie	Director of Operations	Administrator	Amy Hollister, CEO
Ezell, Kaseim	Student	Other	Teaching Staff
Friedman, Pamela	Director of Special Education/Dean of Students	Administrator	Amy Hollister, CEO
Funari, Allison	Teacher	Elementary School Teacher	Amy Hollister, CEO
Hassan, Rima	Parent	Parent	Administration
Hassan, Weid	Student	Other	Teaching Staff
Hewins, Kim	Support Staff /Community Member	Community Representative	Amy Hollister, CEO
Hollister, Amy	CEO	Administrator	Board of Directors
Hopkins-Doerr, Meagan	Teacher	Middle School Teacher	Amy Hollister, CEO
Howell, Barry	Northwood Civic Association	Community Representative	Amy Hollister, CEO
Jefferson, Valerie	Board President	Board Member	Board of Directors
Joscelyne, Ed	Building Engineer	Other	Amy Hollister, CEO
Kahl, Krista	Teacher	Elementary School Teacher	Amy Hollister, CEO
Kelly, Amy	Teacher	Elementary School Teacher	Amy Hollister, CEO
Kurtz Dr, Harold	Educational Consultant/Facilitator	Other	Board o Directors
Lowry, Kathy	Teacher	Special Education Teacher	Amy Hollister, CEO
Manley, Karen	School Psychologist	Other	Amy Hollister, CEO
Mychack, Patricia	Master Teacher K-8	Other	Amy Hollister, CEO
Nelson, Andrew	Technology Teacher	Ed Specialist - Instructional Technology	Amy Hollister, CEO

Quinn, Gwen	Teacher	Elementary School Teacher	Amy Hollister, CEO
Rivera, Elizabeth	Parent/Neighbor	Parent	Amy Hollister, CEO
Schultz, AnnMarie	Board Member, Community Partner (CORA Services)	Community Representative	Board of Directors
Seder, Lauren	Special Education Teacher	Special Education Teacher	Amy Hollister, CEO
Taylor, Tom	Business Manager	Business Representative	Board of Directors
Velazquez, Amanda	Student	Other	Teaching Staff
Velazquez, Andres	Student/Student Council President	Other	Amy Hollister, CEO

Goals, Strategies and Activities

Goal: Goal 1

Description: Provide students with a standards aligned effective academic program

Strategy: Goal 1 Strategy 1

Description: Implement a rigorous instructional program where differentiation of instruction is the key so that individual needs are met for all children.

Activity: Goal 1 Strategy 1 Activity 1

Description: Ongoing professional development of current best practices including differentiated instruction. (Monthly)

Person Responsible Timeline for Implementation Resources

Mychack, Patricia	Start: 7/26/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Goal 1 Strategy 1 Activity 2

Description: Lesson plans will be designed and monitored in accordance with Northwood standards. (weekly/principal onsite)

Person Responsible Timeline for Implementation Resources

None Selected Start: 7/26/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Goal 1 Strategy 1 Activity 3

Description: Informal and formal observation. (Informal periodically/formal twice a year ~ Principal onsite)

Person Responsible Timeline for Implementation Resources

None Selected Start: 7/26/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Goal 1 Strategy 1 Activity 4

Description: Daily classroom walkthroughs

Person Responsible Timeline for Implementation Resources

None Selected Start: 7/26/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Goal 1 Strategy 1 Activity 5

Description: Provide opportunities for all staff who are involved in a child's program to collaborate.

Person Responsible Timeline for Implementation Resources

None Selected Start: 7/26/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Goal 1 Strategy 1 Activity 6

Description: Budget for needed relevant materials

Person Responsible Timeline for Implementation Resources

None Selected	Start: 5/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 1 Strategy 1 Activity 7

Description: Develop enrichment programming for students

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 1 Strategy 1 Activity 8

Description: Maximize engagement of identified students in appropriate inclusion activities

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Goal 1 Strategy 2

Description: Increase use of technology in all classrooms

Activity: Goal 1 Strategy 2 Activity 1

Description: Revise existing plan and implement long term Technology Plan

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Goal 1 Strategy 2 Activity 2

Description: Professional Development where appropriate on various technologies and programs to be used.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Goal 1 Strategy 2 Activity 3

Description: Budget for needed resources, equipment, and staff for example equipment, staff, etc

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Goal 1 Strategy 2 Activity 4

Description: Explore grant opportunities for technology

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Goal 1 Strategy 3

Description: Collaboratively design project based opportunities

Activity: Goal 1 Strategy 3 Activity 1

Description: Professional Development for teachers to facilitate project based learning

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 1 Strategy 3 Activity 2

Description: Students will have the opportunity to create appropriate projects for specified curriculum projects

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Goal 1 Strategy 4

Description: Design thematic units at all grade levels

Activity: Goal 1 Strategy 4 Activity 1

Description: Professional development for all staff to gain an understanding of thematic unit planning

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 1 Strategy 4 Activity 2

Description: Staff will meet throughout the year to develop thematic units of study that will be implemented in grades or communities

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 1 Strategy 4 Activity 3

Description: Discussion will be scheduled to take place during 9th period meetings, grade level meetings and small learning community meetings

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Goal 1 Strategy 5

Description: Enhance student problem solving strategies and higher order thinking

Activity: Goal 1 Strategy 5 Activity 1

Description: Professional development throughout the school year on higher level thinking, taxonomy

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 1 Strategy 5 Activity 2

Description: Informal and formal observation. (Informal periodically/formal twice a year ~ Principal onsite)

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 1 Strategy 5 Activity 3

Description: Explore the introduction of afterschool enrichment activities that promote critical thinking and problems solving

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 1 Strategy 5 Activity 4

Description: Daily walkthroughs

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/26/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Goal 2

Description: Provide more real world experiences for our students

Strategy: Goal 2 Strategy 1

Description: Create a school-wide initiative for service learning

Activity: Goal 2 Strategy 1 Activity 1

Description: Assign two leaders of service learning. One will work with K-7 and the other will work with 8th grade students to facilitate projects.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 10/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 2 Strategy 1 Activity 2

Description: Each grade, K-7, will have a year-long service learning project

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 2 Strategy 1 Activity 3

Description: 8th grade students will have individual service learning plans which culminate as their exit project. A minimum of 30 hours will be required. Long-term goal is to include the middle school students in individual plans

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 2 Strategy 1 Activity 4

Description: PD to inform staff of modifications to current program. At initial professional development give staff a timeline of the expectations and resources to get started

Person Responsible Timeline for Implementation Resources

None Selected	Start: 10/21/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 2 Strategy 1 Activity 5

Description: The leader will have a quarterly meeting which each grade group

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 2 Strategy 1 Activity 6

Description: Leader will be given released time and a stipend to support the role

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Goal 2 Strategy 2

Description: Align the curriculum to reflect real world learning such as health education, consumer skills and social skills

Activity: Goal 2 Strategy 2 Activity 1

Description: Curriculum and programs will be carefully selected, designed and funded

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Goal 2 Strategy 3

Description: Expose students to enrichment activities such as the arts, athletics and media.

Activity: Goal 2 Strategy 3 Activity 1

Description: Explore resources and scheduling options to provide students with a variety of opportunities

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Goal 2 Strategy 3 Activity 2

Description: Provide each student with a professional theater performance every year with pre and post activities

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Goal 2 Strategy 3 Activity 3

Description: Designate a focused activity per grade level such as Dancing Classrooms and Camp Onas

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Goal 3

Description: To support the social and emotional needs of every student

Strategy: Goal 3 Strategy 1

Description: Become more aware of student home environments and increase communication with the home.

Activity: Goal 3 Strategy 1 Activity 1

Description: Explore the option of meeting with parents before the school year begins, either in the student's home or with a visit by the parent to school. This contact will continue throughout the school year on a monthly basis with a phone call to the home by the teacher. Calls will be logged by the staff and monitored by the administration

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Goal 3 Strategy 2

Description: Responsive Classroom Program will be implemented K-6 September 2010

Activity: Goal 3 Strategy 2 Activity 1

Description: Professional development for all teachers to assure they are well versed in the responsive classroom program

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Goal 3 Strategy 3

Description: Make changes to the lunchtime routine

Activity: Goal 3 Strategy 3 Activity 1

Description: Build a new lunch facility

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 3 Strategy 3 Activity 2

Description: Smaller lunch groups

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 3 Strategy 3 Activity 3

Description: Enhanced training for staff

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 3 Strategy 3 Activity 4

Description: Administrative supervising plan

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Goal 3 Strategy 4

Description: Provide meetings as needed for staff to develop instructional strategies and behavioral supports student needs

Activity: Goal 3 Strategy 4 Activity 1

Description: Develop a clear process

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 3 Strategy 4 Activity 2

Description: Administrative oversight

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Goal 3 Strategy 5

Description: To open communication between teachers (a student's previous teacher and new teacher) about the needs of a student before the first day of school

Activity: Goal 3 Strategy 5 Activity 1

Description: Schedule will be developed for teachers to discuss practices that will be proactive to the learning environment

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Goal 3 Strategy 6

Description: Offer a meet and greet for all new students and their parents sometime over the summer.

Activity: Goal 3 Strategy 6 Activity 1

Description: Open house for students to meet with administration

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 3 Strategy 6 Activity 3

Description: All new students will have the opportunity to meet teachers prior to the beginning of the school year

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 3 Strategy 6 Activity 4

Description: Explore options for home visits

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Goal 4

Description: Better communication/involvement of Parents

Strategy: Goal 4 Strategy 1

Description: Increase parental involvement to promote academic, social and emotional success of Northwood students by developing a viable home and school association.

Activity: Goal 4 Strategy 1 Activity 1

Description: Seek out interested parties to serve as officers

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 4 Strategy 1 Activity 2

Description: Create incentive program to increase parent involvement (voucher for uniform)

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Goal 4 Strategy 2

Description: Regularly scheduled Family Nights

Activity: Goal 4 Strategy 2 Activity 1

Description: Parent centered activities through family nights

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 4 Strategy 2 Activity 2

Description: Annual parental satisfaction survey

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/10/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 4 Strategy 2 Activity 3

Description: Improve means of communication

- o Investigate calling system
- o Promote website
- o Explore the option of bringing parents into gradebook
- o Continue to utilize Wednesday reminders

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 4 Strategy 2 Activity 4

Description: Parent resources center/meeting room will be designed

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Goal 5

Description: Middle School Transitions

Strategy: Goal 5 Strategy 1

Description: Establish a middle school guidance program

Activity: Goal 5 Strategy 1 Activity 1

Description: Investigate and implement middle school guidance programs

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 5 Strategy 1 Activity 2

Description: Identify job descriptions and qualifications for guidance counselor position

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 5 Strategy 1 Activity 3

Description: Hire a guidance counselor position

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Goal 5 Strategy 2

Description: Make our students marketable for high school selection

Activity: Goal 5 Strategy 2 Activity 1

Description: Research entrance criteria for choice high schools

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 5 Strategy 2 Activity 3

Description: Develop relationships with high schools admissions staff

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 5 Strategy 2 Activity 3

Description: Explore the possibility of having middle school students create a media portfolio

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Goal 5 Strategy 3

Description: Open technological channels of communication in a safe and legal manner for students and parents

Activity: Goal 5 Strategy 3 Activity 1

Description: Provide information for navigation of these systems

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 5 Strategy 3 Activity 2

Description: Training Consult with legal team as needed

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Goal 5 Strategy 3 Activity 3

Description: Build into curriculum training opportunities for students and staff

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/30/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Goal 5 Strategy 4

Description: Create/provide paths of interests for middle school students.

Activity: Goal 5 Strategy 4 Activity 1

Description: Develop option activities for student exploration

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/30/2010 -
Finish: Ongoing

Status: Not Started — Overdue

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

What curriculum does your charter school utilize?

Harcourt Trophies- Grades K-5 including Intervention Kits
Holt- Elements of Literature- Grades K-6
Fountas & Pinnell Leveled Literacy
Making Meaning Grades 3, 4, and 5
Classroom Libraries
Trade Books
Supplementary Materials- Rigby, Etc.
Everyday Math- Grades K-5
Holt/Math in Context- Grades 6-8
Saxon Math Intermediate 3, 4, and 5
Prentice Hall Course 1, 2, and 3
Guided Reading Books (Numerous Publishers)
Scholastic Literacy Materials
PSSA Coach Books in Math and Reading
FOSS Kits
Holt Science Modules/Kits

Harcourt Life Science
Harcourt Horizons (K-6)
Holt: World History /Ancient Civilizations (7)
Holt Reinhart: Call to Freedom (8)
Procedural Fluency (Math) - Grades 6-8
Bright Surprises- Grade 3
Moving Ahead- Grade 4
Take Flight- Grade 5

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

Northwood Academy Charter School follows the Pennsylvania Standards Aligned System (SAS) and School District of Philadelphia guidelines. We have adopted commercial curriculum for Language Arts, Writing, Mathematics, Social Studies, and Science. These curricular materials are aligned with the Pennsylvania Standards.

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

Our curriculum is used to its fullest extent including multi-leveled work opportunities and materials as needed. We use a hands-on approach and provide real life opportunities whenever possible. We stress higher level thinking skills that are incorporated into every facet of each content area. Teachers use small group instruction, whole class differentiated instruction, cooperative learning, flexible grouping, and peer supports to encourage student growth and success. Our teachers also have the opportunity, various times throughout the day, to conference individually with students to target personal academic goals to enhance the education of that particular student.

How does the charter school promote in-depth and inquiry-based teaching and learning?

Our instructional programs were selected to support in-depth and inquiry-based teaching and learning. Our use of EveryDay Math and FOSS science demonstrate our commitment to inquiry. We supplement curricular materials with, but not limited to: science technology, trade books, classroom libraries, guided reading books, math manipulative/games, websites, literacy games and activities, videos, listening centers, and literacy centers. Our students engaged with professional scientists and engineers this year to expand the depth and breadth of their inquiry. Field trips are planned to enhance and complement our curricular program and must be aligned with standards.

Our educators recognize that textbooks alone will never provide students with the kind of experience necessary to be successful productive citizens in our world today. Therefore, we encourage and provide for our teachers to continue their education through professional development, college courses, seminars, small learning community meetings, and peer-teacher observations. This continuing education fosters fresh engaging lessons that are enriched with the latest educational strategies and techniques. Each of our grades is required to take multiple academically based field trips throughout the school year to extend their classroom learning experiences and apply acquired knowledge.

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

Before opening our doors in 2005, we reviewed the records of our incoming students and realized early on that many of our students were performing below level. Therefore, early intervening prior to Special Education referral was immediately put into place when they arrived in September 2005. Without delay, we implemented Early Intervening Services (EIS), which is a multi-tiered approach to provide services and interventions to struggling learners at increasing levels of intensity. Since implementation of EIS/RTII, we created a well-integrated and seamless system of instruction and intervention guided by student data. We continue to provide daily one to one and/or small group reading and math support from classroom teachers in conjunction with the Special Education Resource Room Team. These teachers have ongoing communications with administration to modify their programs and make Special Education testing referrals as necessary. We also contract with multiple educational consultants to provide direct support to the teachers and students weekly.

We purchased intervention programs from our major publishers to coincide with our curriculum which have proven to be instrumental in bridging the gap for many of our struggling students. Commercial benchmark assessments and anchors based test prep materials are also utilized to accelerate skill development. To meet the needs and challenges of all readers, each of our teachers implements ongoing assessment and leveled guided reading groups within their daily plans. Within our reading program, there is time allotted for Independent Reading. This time allows the students to put into practice the reading skills and strategies they have acquired.

IEPs are developed for all students identified with special needs. These are maintained by state and federal guidelines and delivered by certified staff members.

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

Our staff is highly qualified and required to implement effective teaching strategies which include but are not limited to:

- Differentiated Instruction
- Explicit teaching within each content area
- Multimedia presentations
- Cooperative learning groups for all subject matter
- Guided instruction for independent reading skills and expectations
- Project Based assessments
- Cross-disciplinary teaching on themes
- Individual and small group instruction
- Hands on activities whenever possible
- Individual conferencing
- Literature Circles/book clubs
- Modeling/teacher demonstration
- Think-aloud
- Problem Solving instruction
- Daily re-looping of previously learned material
- Graphic Organizers
- Peer Tutoring
- Prediction
- Reinforcing math skills through games

- Relate reading to student's experiences
- Response journal
- Tactile, concrete experiences in math
- Field trips that are academic in nature
- Multimodal instruction to meet different learning styles
- Consistent language and expectations among the grades

Rigorous Instructional Program - Attachments

- Professional Education Plan
- Teacher Induction Plan

English Language Learners

Northwood uses the Home Language Survey to assess the language needs of students. This survey is completed by parents at the time of initial enrollment. Although we do have some students for whom the primary language in the home is Spanish, we have yet to encounter children who are non-English speakers. These children are included in the general education curriculum. They have received supplemental assistance from a certified HQ teacher.

We are fortunate enough to have one teacher on staff who has just completed the course requirements for ESL Program Specialist K-12 certification. She will assist with ESL programming for Northwood students should the need arise.

There are currently no supporting documents selected for this section.

Graduation Requirements

N/A. Northwood Academy is a K-8 school.

Special Education

Northwood Academy Charter School offers a continuum of special education services that focus on providing the least restrictive environment for each student with an Individualized Education Program (IEP). There are 10 special education teachers and 2 classroom assistants who provide daily instruction for students in learning support classrooms, the resource room or in the general education classroom. Children are placed based on input and recommendations from the multi-disciplinary team and the IEP team.

Within each of those placements, student requirements are modified and/or accommodated as outlined in the IEP. Any additional supports and services deemed necessary by the IEP team are also implemented either inside or outside of the classroom. These services may include, but are not limited to, speech/language therapy, occupational therapy and/or psychological counseling. Northwood's goal is to allow students with special needs to participate in the general curriculum with non-disabled peers to the greatest extent possible.

General education teachers collaborate with the director of special education, the instructional coach, the principal, the school psychologist, the behavioral consultant and/or special education teachers to insure access to the curriculum for students with special needs. This is an on-going process that allows for adjustments to the instructional program as necessary to promote academic success for all students.

Teachers are provided with procedures for requesting a formal evaluation for a student they believe to be in need of additional support. Parental requests for student evaluations are expedited immediately in keeping with IDEA regulations. This is coordinated through the school psychologist. In each special education setting, students are provided with rigorous instruction and strategies for success in the general curriculum. Student progress is continuously assessed and monitored to document growth and academic success.

The *Annual Notice of Services for Students with Disabilities Including Special Education and Protected Handicapped Students* is prominently posted in the school's lobby. Northwood Academy Charter also publishes an Annual Public Notice in the local newspaper and holds an information session for parents in the winter of each school year to provide information and answer questions about the available services and how they may be accessed.

Special Education - Attachments

- Policy & Procedure 2009
- Penn Data 08-09

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Julie Crowe	1.00	Learning Support	Northwood Academy Charter School	12	N/A
Tiffani Jones	1.0	Resource Room	Northwood Academy Charter School	5	N/A
Abbey Gunn	1.00	Learning Support	Northwood Academy Charter School	12	N/A
Kathleen Lowry	1.00	Resource Room	Northwood Academy Charter School	27	N/A
Lauren Seder	1.00	Learning Support	Northwood Academy Charter School	10	N/A
Daniel McKenna	1.00	Resource Room	Northwood Academy Charter School	21	N/A
Jamie Konrad	1.00	Resource Room	Northwood Academy Charter School	18	N/A
Kaitlyn Lynch	1.00	Resource Room	Northwood Academy Charter School	10	N/A
Loree Bain	1.0	Resource Room	Northwood Academy Charter School	4	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Delta School	1.0	Emotional Support	Delta School	1	APS
Green Tree School	1.0	Emotional Support	Green Tree School	6	APS

Special Education Program Profile - Chart III

Title	Location	FTE
Director of Special Education	Northwood Academy Charter School	1.0
Certified School Psychologist	Northwood Academy Charter School	1.0
Classroom Assistant	Northwood Academy Charter School	1.0
Classroom Assistant	Northwood Academy Charter School	1.0
Classroom Assistant	Northwood Academy Charter School	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapeutic Consultant	Speech Therapy	.80
Therapeutic Consultant	Occupational Therapy	.40

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA/PASA	No	No	No	Yes	Yes	Yes
Acuity Testing (Local Assessment)	No	Yes	Yes	No	No	No
DIBELS	Yes	Yes	Yes	No	No	No
DRA	Yes	Yes	Yes	No	No	No
RIGBY	No	No	No	Yes	Yes	Yes
4Sight	No	No	No	Yes	Yes	Yes
PSSA-M Field Test	No	No	No	No	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA/PASA	Yes	Yes	Yes	No	No	No	No
Acuity Test (Local Assessment)	No	No	No	No	No	No	No

Student Assessment

How these results influence development of new or revised annual measurable goals and targets.

For students in grades 3 through 8, results from PSSA, 4Sight Benchmark Assessments, Fontas & Pinnell Reading Assessment and other formative and summative assessments, are analyzed to refine our instructional program and practices as students work toward reaching state standards of proficiency. Our goal is always to have every student performing at grade level. To meet this goal, instructional practices include differentiating instruction, using small group instruction and tutoring.

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.

The Acuity Test, DIBELS, DRA, and Fontas & Pinnell Reading Assessment as well as curriculum based assessments are utilized in the same fashion for grades one and two. In the upper grades, the Rigby Reads assessment is used along with curriculum based assessments to increase and monitor student performance. The results from all of these data sources are analyzed to inform and drive instruction.

Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

a) The student achievement plan consists of on-going analysis of data collected through formative and summative assessments and teacher observation. Grade group teachers meet weekly to discuss class and individual student progress. Teachers then meet with the instructional mentor and the principal to further discuss and plan on a 9 — 10 day rotation.

Instructional practices and flexible groupings of students are dictated by what the data indicates to be needed for continued student achievement. Monitoring is continuous. Northwood has also offered approximately 12 weeks of tutoring to students who score at the basic level in their PSSA Mathematics to assist in the development of problem solving skills. This is offered in addition to classroom exercises.

b) Northwood Academy utilizes a tiered Response to Intervention (RTI) model that allows students who are struggling to receive early intervening services (EIS). This method of intervention allows for the identification and potential remediation of skills deficits without formalized evaluation for special education services.

At Tier I, universal screenings are used to ascertain the academic levels for all students. Kindergarten students are given a basic readiness inventory and, subsequently, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Developmental Reading Assessments (DRA) as well. Students in grades 1 through 3 are also given the DRA. In grades 4 through 8, student literacy levels are measured using the Rigby Reads Assessment. Mathematics levels are measured using the 4Sight Benchmark assessment. These assessments are administered three times per school year. Additionally, a variety of curriculum-based assessments and tools are also used to monitor student achievement in

all academic areas. The data from these assessments is utilized to shape and guide instruction.

Children who demonstrate academic difficulty are moved to a Tier II level of instruction where interventions such as small group instruction and focused instruction are implemented. This is provided by both general education and special education staff. At this level, data is carefully maintained to assess student progress. Students who make progress at this level may return to Tier I or may remain at Tier II for continued focused instruction. Students who fail to thrive at the Tier II level are given more intensive interventions with more frequent measures of progress. Failure to thrive at this the Tier III level is when formalized evaluation can take place. Interventions at Tier II and Tier III are based on 12 week cycles of duration although that time frame is flexible.

Student Assessment - Attachment

- PSSA

Teacher Evaluation

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

Northwood Academy Charter School's main features of the teacher evaluation plan center around improvement of teacher instruction with student achievement as the goal.

Teachers are formally observed a minimum of two times a year. In the primary grades, the spring observation is of language arts instruction and the fall observation is mathematics. In the upper grades, teachers are evaluated in their content area as well. We use Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching as our format. The Components of Professional Practice are broken down into four domains and are assessed using a rubric with narrative comments.

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Each observation is concluded with a written form and meeting with the teacher where overall comments and recommendations are reviewed. After supports are put in place, additional informal and formal observations are conducted if an unsatisfactory evaluation has occurred.

Informally, classroom walk throughs occur on a regular basis by our administrative team and instructional coaches.

b.) List entities/individuals who are responsible for teacher and staff evaluation. c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

Evaluations are conducted by the CEO/Principal, Amy Hollister along with Instructional Coach Rochelle Agris and Director of Education Patricia Mychack . The Director of Special Education, Pamela Friedman provides input on teacher performance where relevant.

Amy Hollister holds a B.S. in Education from Bloomsburg University, an M.Ed. from Temple University, and Principal certification through the University of Pennsylvania's Educational Leadership for Aspiring Principals program. Pamela Friedman holds a B.S. in Education from Temple University, and a M.Ed from Chestnut Hill College, where she is also an adjunct professor of Special Education. She has completed course requirements in the Doctor of Special Education Program at Arcadia University. In addition she completed her Supervisor of Special Education certification through Arcadia University. Rochelle Agris is also a graduate of Temple University and is Pennsylvania certified Elementary Principal with thirty years experience of evaluating and mentoring teachers. Patricia Mychack holds a B.S. in Education from Slippery Rock University, and an M.S. in Educational Administration from Gwynedd-Mercy College with a K-12 Principal's Certification.

PATTAN conferences and other professional development opportunities including the annual Pennsylvania Department of Education Conference, and the Pennsylvania 2009 Special Education Leadership Summer Academy. Each month at NACS, there is a professional development session about improving instruction that is also attended.

Teacher Evaluation - Attachments

- Teacher Evaluation Reflection Sheet
- Teacher Evaluation Classroom Observation
- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Our Board of Directors has remained stable throughout this school year with seven members. Our Administrative team welcomed Cindy Carey as the Program Coordinator at our Penn Street site. Mrs. Carey, a former teacher at Northwood, joined with our CEO to help oversee our secondary location.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Valerie Jefferson	President
Michael Mercanti-Anthony	Vice-President
MaryBeth Crawford	Secretary
Kristine Spraga	Treasurer
Jacqueline Williams	
Brian Cross	
Ann Marie Schultz	

Professional Development (Governance)

Our retained legal Council, Michael McGovern, Esq. from McElroy, Deutsch, Mulvaney and Carpenter attends board meetings and advises the CEO and Board of Directors as necessary. Additionally, Kevin McKenna Esq. and Patricia Hennessey Esq. from Latsha, Davis, Yohe, and McKenna P.C. provide annual in-service regarding the Sunshine Law and the Public Officials Act. They are also retained for all matters pertaining to educational law. Synergy Consultants have also been utilized to examine organizational structures.

Coordination of the Governance and Management of the School

The Northwood Board of Directors meets monthly to review and approve reports and policies on the school's operations including, but not limited to, financial statements and fiscal expenditures, curriculum acquisitions, staff development, student activities and issues, student achievement, fundraising efforts, student enrollment, facilities updates, community relations, and overall activities in line with the vision of the school.

The Board does not have an active role in the day to day operations of the school. It is the responsibility of the CEO/Principal and administrative team to run the school. The CEO informs the Board President of any emergencies or crisis situations and provides continuous updates. In the event of concerns from within the community, they are brought to the CEO or Board member and then handled collectively.

In addition, Northwood has a cooperative and collaborative relationship with the School District of Philadelphia and the School Reform Commission. We invited and hosted Benjamin Rayer, the District's new Associate Superintendent from the Office of Charter, Partnership and New Schools for a site visit. Our CEO was also present at School District initiated gatherings.

Coordination of the Governance and Management of the School - Attachments

- Board Meeting Schedule 09-10
- 10-11 Board Schedule

Community and Parent Engagement

Our school has a partnership with Northwood Civic Association, which serves as the formal conduit to the surrounding community. An open communication channel has been established with state and local politicians City Councilwoman Maria Sanchez-Quinones, State Senator, Christine Tartaglione and State Representative John Taylor. On a monthly basis, our Principal meets with leaders of the surrounding schools and the captain of the local police district to share information about the community at large.

Our active partnership with CORA Services continues and afterschool services for many of our students are conducted in conjunction with our school schedule and program. The CORA interaction has been expanded to include on-site counseling for students and families. Northwood provides space for the counselors to work with some of our families. The use of familiar school environment is conducive to greater commitment by those families in need of outside support. As we rent building space from the Archdiocese of Philadelphia, our

relationship with St. Joachim's Parish and St. Francis Inn Foodbank has been of benefit to the neighborhood in terms of employment opportunities and community outreach programs.

Our school's mission continues to expand to encompass more philanthropic opportunities with Lafayette Redeemer Nursing Home, St. Jude Children's Hospital, American Cancer Association, Women's Humane Society, Philabundance, Lamp for Haiti, Ronald McDonald House, Philadelphia Fire Department, Muscular Dystrophy Association, Diabetes Association, and SPCA.

We have an active parent volunteer community and an open door policy at Northwood. Parents support the school through volunteering in many capacities-classroom, lunchroom, field trips, sports teams, and clerical supports. We have an active fundraising team of staff members and parents who volunteer and coordinate our fall capital fundraiser and subsequent book fair(s). In addition, our parents are required to attend two meetings each year with their children's teachers to formally discuss each child's progress. At the end of the 2009-2010 school year, the establishment of an active home and school association was initiated. Northwood has a wealth of resources to be accessed via formalized parental involvement.

Our Board of Directors consists of a number of individuals who have community and/or parental ties who provide the active voice necessary for relationships to flourish and continue. We have an ongoing relationship with the School District of Philadelphia and its Office of Charter, Partnership and New Schools. Working in concert with this team has been instrumental in our continued growth. Our CEO also meets monthly with local education leaders and the Pennsylvania Coalition of Charter Schools to network and stay abreast of trends and available supports.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Cherrydale Farms Candy Sale, October 2009

Scholastic Book Fair, November 2009 & March 2010

Claire's Gourmet March 2010

These major fundraisers are planned for the upcoming school year as well.

Fiscal Solvency Policies

Northwood Academy Charter School has worked to be a fiscally responsible LEA throughout its first five years of existence. In order to achieve this goal, the school continues to develop and modify policies and procedures for the budgeting, purchasing and cash management.

The school works to develop a budget that serves as the guideline for all financial decisions. It takes into consideration the educational needs, administrative needs, and the operational needs of the school. After the budget is approved, it is used as the guideline for all purchasing and personnel decisions.

On a weekly basis, interim cash forecast is utilized to determine the inflow and outflows of cash activities. On a monthly basis, a financial package that includes a detailed budget to actual report, written narrative that explains variances to the budget, and cash forecast for the entire

fiscal year, is prepared and presented to the Board of Trustees and the CEO. Any modifications to spending are approved by the Board of Trustees.

As major expenditures are needed, the CEO and Business Manager work together to determine what impact the expenditure has on the budget and present the case to the Board of Trustees for approval.

All financial and budgetary reporting is prepared in accordance with Generally Accepted Accounting Principals and the applicable standards set by the Government Accounting Standards Board.

Accounting System

Northwood Academy's accounting system is QuickBooks 2008. The general ledger structures and chart of accounts are in accordance with the Pennsylvania Department of Education guidelines. The Business Manager, Charter School Choice, posts all transactions. All staff are experienced in business management and accounting. All reports are generated to comply with the state's requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 09-10 Rev Expen

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

The school has engaged Citrin Cooperman & Company LLP (1800 JFK Blvd, Phila, PA 19103) to conduct the audit for the period ending June 30, 2010. The audit is expected to be completed by October 1, 2010. Upon completion of the audit, the school will provide a copy to the School District of Philadelphia, and the PDE. Attached to this report is a copy of the engagement letter.

The most recent audit available was for the period ending June 30, 2009. A copy of this document is attached. The summary of the audit results were:

- The auditors' report expressed an unqualified opinion on the financial statements
- No reportable conditions relating to the financials statements are reported in the Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards.

- No instances of noncompliance material to the financial statements of the School were disclosed during the audit.
- No reportable conditions in internal control over major federal award programs (i.e. Title I) were reported in the Independent Auditor's Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance in Accordance with OMB Circular A-133.
- The auditors' report on compliance for the major federal award program for the school expresses an unqualified opinion.
- There were no audit findings, which were required to be reported in accordance with Section 510(a) of OMB Circular A-133.

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

- Audit Report 2009

Citations and follow-up actions for any State Audit Report

There were no citations or request for follow-up.

SECTION VII. FACILITY RESPONSIBILITIES

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

Northwood Academy purchased Promethean Boards for all classrooms and additional and replacement computers, including the leasing of one laptop cart. Furniture was purchased as needed and to replace any that was broken.

Future Facility Plans and Other Capital Needs

Northwood Academy is still operating at two sites- Castor Avenue, our main campus and Penn Street our smaller school. With a goal of all students attending school at our Castor Avenue site, building plans have begun. After a comprehensive RFP and interview process, we contracted with Schrader Group Architecture LLC in January 2010 to design our new facility. This plan includes a renovated secure lobby/ entrance, additional classroom space, a new cafeteria and auditorium/gymnasium and a redesigned technology/media center and library. Construction is slated to begin in winter 2010. We will continue to use both facilities throughout the construction phase which is expected to last minimally twelve months.

To meet the needs of our 21st century learners and to increase our workflow as professionals, we will continue to outfit our school with up to date technology such as Promethean Boards and laptop carts.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

1. Describe how the charter school has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills), and provide appropriate evidence of maintaining health and immunizations records for students. Provide evidence that the Request for Reimbursement and Report of School Health Services has been submitted.

Fire drills are held as required and a log is maintained in the main office. Our building has been inspected and is up to code. We have a full time nurse who maintains records in accordance with Philadelphia School District policies and protocols. Reports are submitted as required. We also contract with a certified school nurse, dentist, and doctor.

2. Health & Immunization Records for Students

All Kindergarten and transfer students have their records screened by the school nurse. All records must be current in order for the child to begin school. If the child's records are incomplete they may not attend school.

In addition, our school nurse maintains up-to-date health and immunization records including 6th grade physicals. She also facilitates hearing and vision screenings.

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

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

Current School Insurance Coverage Policies and Programs

Goins and Hewitt, Inc. - Property and casualty insurance, workers compensation, D & O, Student Accident

Kelly and Associates - Health

Knight Brook Insurance Co — Auto

Current School Insurance Coverage Policies and Programs - Attachment

- ACORD certificates

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

At Northwood we believe that excellent teachers are the cornerstone of our success. We provide intensive support and invest heavily in professional development and graduate studies. Our staff is held to extremely high standards and is truly a Professional Learning Community (PLC) which holds one another accountable. Collaboration is a norm that is supported by all members.

Northwood employs fifty-two teachers, fifty-one of whom are certified to teach in Pennsylvania and meet the requirements for Highly Qualified Teacher. Our one uncertified teacher is our Music teacher who will complete his Master's program this year and take the exams for Music Teacher certification. At present, our paraprofessionals are completed their credentials of competency for the Foundations of Special Education, which is outlined by the Pennsylvania Department of Education.

Our highly qualified teachers maintain their current status through the accumulation of Act 48 hours. Instructors with Level 1 certification are working towards Level 2 and participate in our induction program.

Teachers are sent on various professional developments throughout the school year and the summer months to keep them refreshed and current with educational techniques and philosophies. Many of these opportunities are self-selected. We also conduct a monthly instructional staff development session. Northwood works in grade teams and small learning communities. There are weekly meetings within these groups and also with instructional administration.

For the past four summers, in August, teachers are sent to Columbia University, in New York City, to be trained in the Teachers College Reading and Writing Project. Ten teachers are trained and qualified to teach writing, outlined by the Teachers College Writing Project. In August 2010, an additional twelve educators will be sent to Columbia University to be skilled in their writing program and philosophy.

Our Special Education Team is trained and utilizes the IEP Writer program. This enables our teachers to create personalized IEPs that are in compliance with state and federal laws.

Quality of Teaching and Other Staff - Attachment

- Staff ACS 09-10

Student Enrollment

Our enrollment history maintained at or about the 750 to 756 mark throughout the course of the year.

Enrollment History for 2009-2010

Grade	Student Numbers
Kindergarten	71
1 st	88
2 nd	83
3 rd	85
4 th	82
5 th	82
6 th	69
7 th	69
8 th	72
Ungraded/Special Education	44

Ø Provide the number of students who completed the 2009-2010 year who are currently enrolled to return in September.

735

Ø Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

One student was expelled due to non compliance with our Code of Conduct. Thirty-three students left voluntarily and we immediately filled their slots from a random lottery for children in our geographical range.

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

Based on our intent to return forms, we are expecting a return rate of 98% after our fifth year. Five students who are not returning have indicated that they are moving out of the area. Four students indicated they will be attending public schools and one student will be attending a parochial school. As our school is located in a high transition neighborhood, we lose several children a year due to relocation. We fill our slots from our waiting list as needed. Due to

our plans to consolidate we have not filled slots in the upper grades (5th -7th). Some grades require intensive remediation and are kept smaller on purpose.

There are currently no supporting documents selected for this section.

Transportation

Transportation

As per our contract with the School District of Philadelphia and the Philadelphia Academy Charter School, we provide our own transportation. Under this agreement, we comply with all federal, state, and local transportation and school bus driver statutes. Under the direction of a Transportation Director, Northwood Academy Charter School operates a fleet of seven school buses and one van to provide transportation for the students. Curb to curb service is provided for those students who qualify.

Food Service Program

Northwood Academy operates a full kitchen at the Castor site, which is licensed by the City of Philadelphia. The students at the Penn Street site receive boxed lunches provided by the School District of Philadelphia. We do participate in the Free and Reduced Lunch (FRL) program. Our lunches are prepared in accordance with the federal guidelines.

Student Conduct

STUDENT CONDUCT

Northwood Academy Charter School is committed to creating an environment conducive to student learning where respect for fellow community members is paramount and problems are resolved before they become disciplinary matters via the use of positive reinforcement. Students are expected to show “Northwood Pride” during school and at all school functions.

Northwood Norms:

Northwood family members are responsible

Always have a “take pride attitude”

Care for our environment

Show respect

These tenets were developed to instill pride and to guide and shape behavior in a positive manner.

Positive behavior support is utilized throughout the school community to promote safety, order, and responsible conduct in all school related activities. Appropriate behavioral interventions, which are recognized as best practices, may be used to achieve student success in behavior. In each case, the procedures to be used will be discussed with the parent/guardian prior to implementation. When a student fails to respond to non-punitive measures, disciplinary action may be required. In all cases, the disciplinary action is intended to gain the attention of the student and to discourage future misbehavior.

The Northwood Academy Student Code of Conduct is in compliance with Public School Code and contains all disciplinary expectations and procedures, including due process. Each student and their parent/guardian have received a copy of this document and have signed off in agreement.

During the 2009-2010 school year, 115 students were involved in 186 suspension incidents. Analysis of students who were suspended during the 2009-2010 school year indicates that about 90% of students fall into the "Tier 1" category, being sent to the office 1 time in the course of the school year; about 8% would be considered "Tier 2," 2-5 office trips; and approximately 2% of students are "Tier 3," 6 or more office visits and in need of more intensive behavior interventions. One student was expelled from the program.

Student Conduct - Attachment

- Student Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

Board President

Date

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

Date

**Verify that all DATA reports to PDE are
complete YES _____ NO _____**

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

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

Identify the charter school’s Chief Executive Officer.

Name: Amy Hollister **Title:** CEO
Phone: 215-289-5606 **Fax:** 215-289-5464
E-mail: ahollister@northwoodcs.org

Signature of the Chief Executive Officer and Date

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

Name: Valerie Jefferson **Title:** President
Phone: 215-289-5606 **Fax:** 215-289-5464
E-mail: vsj.1238@gmail.com

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

Name: Pamela Friedman **Title:** Director of Special Education
Phone: 215-289-5606 **Fax:** 215-289-5464
E-mail: pfriedman@northwoodcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- 09-10 Sign page
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